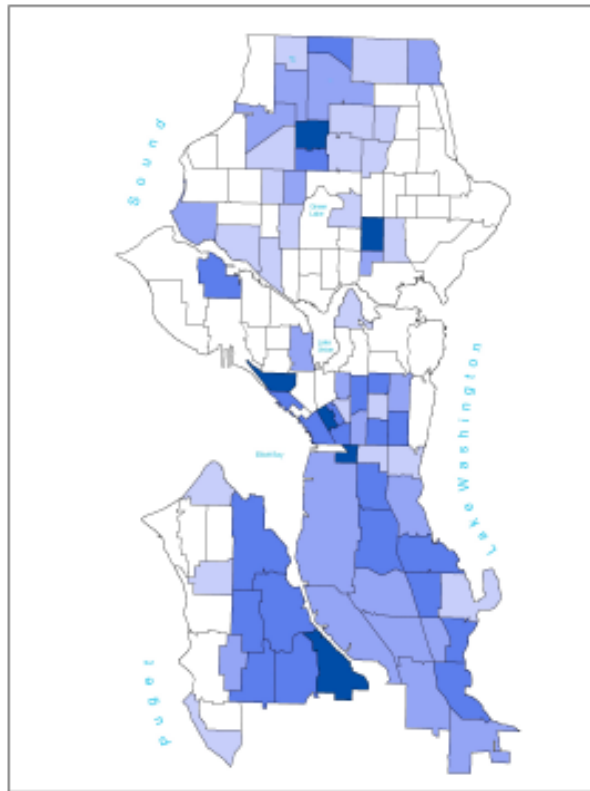


# **Two Seattles:**

## **The State of Children and Youth in Seattle 2004**



**City of Seattle**

**September, 2004**

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**2004 State of Children and Youth in Seattle Report**

# Executive Summary

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This is the third annual report on the state of children and youth in Seattle. The report uses data to tell the story of “Two Seattles,” one in which children have opportunities to succeed and another in which children do not — in economic status, education and health. Although Seattle’s children and youth are doing well overall when compared to other large cities, the data show some youth are doing better than others. The report also describes the City of Seattle’s investment strategy in children and youth, showing budget and policy changes the City is making to reduce disproportionality. The report is intended to be a resource for residents and policy-makers who are interested in issues affecting children and youth. The City has developed a strong approach over the last two years toward helping *all* children and youth succeed.

The report is composed of four sections: an introduction to the subject, reporting on how children and youth in Seattle compare to children in other major cities; data on how children and youth are doing within Seattle; Mayor Greg Nickels’ new budget and policy strategy to improve the lives of children and youth; and steps the City plans to take in the future to continue to help all young people succeed.

Highlights of the data in this report include:

- **Disproportionality: There are “Two Seattles.”** Children and youth in southeast and southwest Seattle tend to experience more poverty, live in single parent households, achieve at lower levels academically in school, and have higher teen birth rates than children and youth in North Seattle.
- **Economics: Poor children are concentrated in certain areas of Seattle.** Children below the poverty level, as well as children living in single-parent households, are concentrated in central and southeast Seattle.
- **School Readiness and Academic Achievement: Students of color are achieving at disproportionately lower rates in school.** There is vast disproportionality in attendance, graduation rates, test scores and other measures of student success according to where children live in the city. For example, students living in south Seattle and students of color tend to pass fewer Washington Assessment of Student Learning (WASL) subject tests, have lower high school cumulative grade point averages, and miss more days of school than students living in north Seattle and white students.
- **Health: Teen pregnancy is higher in central and southeast Seattle.** While teen births declined across Seattle, there remain a greater number of teen births in central and south Seattle than in north Seattle. The data in the report also show higher rates of

As a result of this disproportionality, the City has initiated a new, results-oriented approach to investing in children and youth. Key elements of the new strategy are: invest in best practices/ tested-effective programs; target services to children and youth who need the most help; measure progress toward results; coordinate budgeting and planning for children and youth programs across departments; report to residents on how children and youth are doing; and, use data to improve City children and youth services.

City departments worked together in 2004 to develop a 2005-2006 Children's Budget of approximately \$31 million that increases investments in preschool and after-school activities — both tested-effective strategies for improving academic achievement. The Mayor's proposed 2005-2006 Children's Budget is a comprehensive investment strategy that will help *all* of Seattle's children and youth succeed in school, be healthy, and lead successful lives.

In the future, the City will continue to implement and improve its investment strategy. Voters approved the Families and Education Levy in September, 2004. The Mayor will develop an implementation plan for the new Levy with review and approval by the City Council, and a joint Partnership Agreement will be executed with Seattle Public Schools that will clearly establish roles and responsibilities in implementing and achieving the desired outcomes for the new Levy.

# Children and Youth Indicators

## DEMOGRAPHICS

### Seattle Compared to Other Major Cities

Seattle is a “child-friendly” city, ranking first out of 20 major cities in the 2004 Kid Friendly Cities Report.<sup>1</sup> According to the 2001 “Right Start” report from the Annie E. Casey Foundation’s Kids Count project, children in Seattle also get off to a healthier start than children in most of the other largest 50 cities. Seattle scored above the national average for large cities in all eight of the report’s indicators.<sup>2</sup> Such high rankings suggest that overall, Seattle’s children, youth and families are faring well in health, education, and economic status.

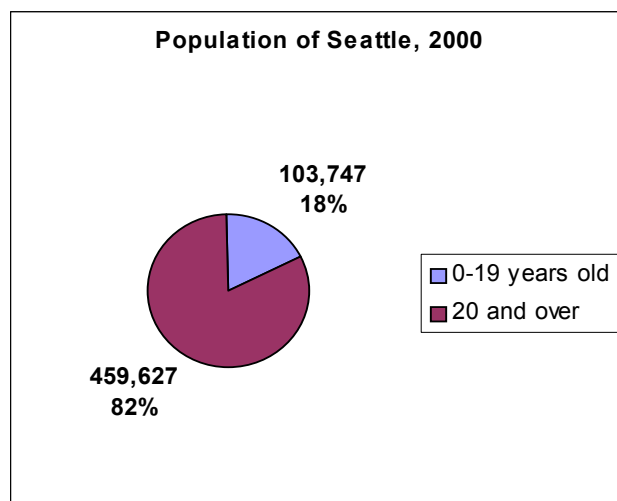
Despite the overall well-being of Seattle’s children and youth, not all are thriving. A close examination of data from around the City shows disproportionality by race and income, and also shows disproportionate outcomes are concentrated in certain areas of the City. This report will examine these disparities and describe measures the City is taking to improve the lives of *all* youth.

### Number of Children and Youth in Seattle

The City of Seattle does not have many children compared to other large cities.<sup>3</sup> The Brookings Institution’s “Living Cities” report showed Seattle had the lowest percentage of its population under the age of 15, out of 23 major cities studied.<sup>4</sup>

Figure 1, below, shows the numbers of children and youth in Seattle as a percentage of the overall population from the 2000 U.S. Census.<sup>5</sup> Children and youth are defined as people ages 0 through 19.

*Figure 1*  
*Numbers of Children and Youth Compared to Adults in Seattle*

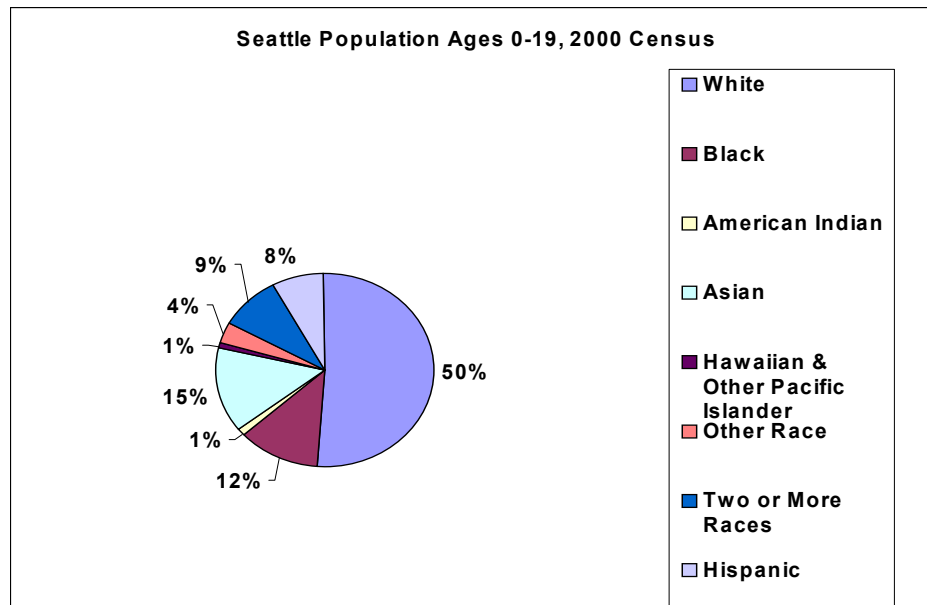


Source: United States Census, 2000

## Racial Composition of Seattle's Population

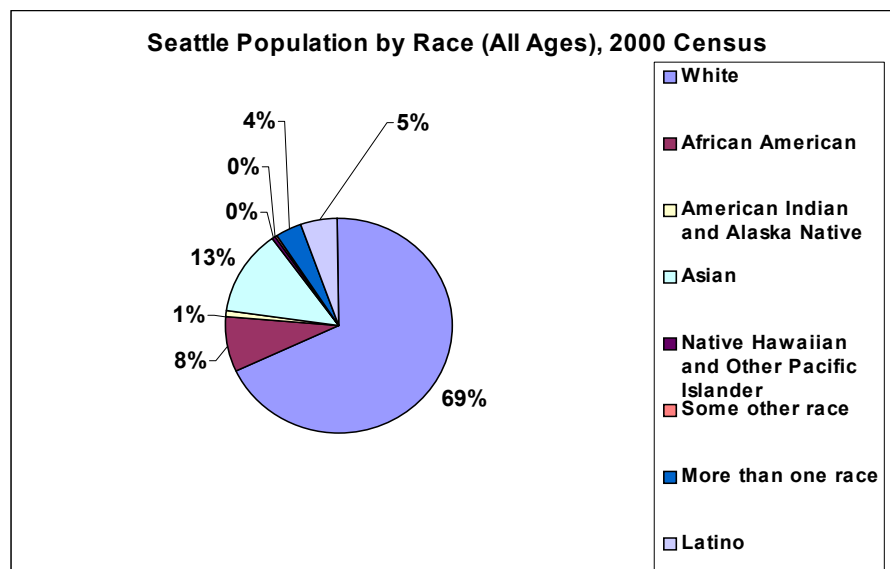
Figure 2 below, using 2000 Census data, shows the racial makeup of youth ages 0-19 in the city of Seattle. This chart can be compared to Figure 3, which shows the racial composition of people of all ages in Seattle. While 50 percent of Seattle's youth were identified as nonwhite, only 31 percent of all people in Seattle (all ages) were identified as nonwhite.

*Figure 2*



Source: United States Census, 2000

*Figure 3*  
*Seattle Population by Race*



Source: United States Census, 2000

## Racial Composition of Seattle Population by Geography

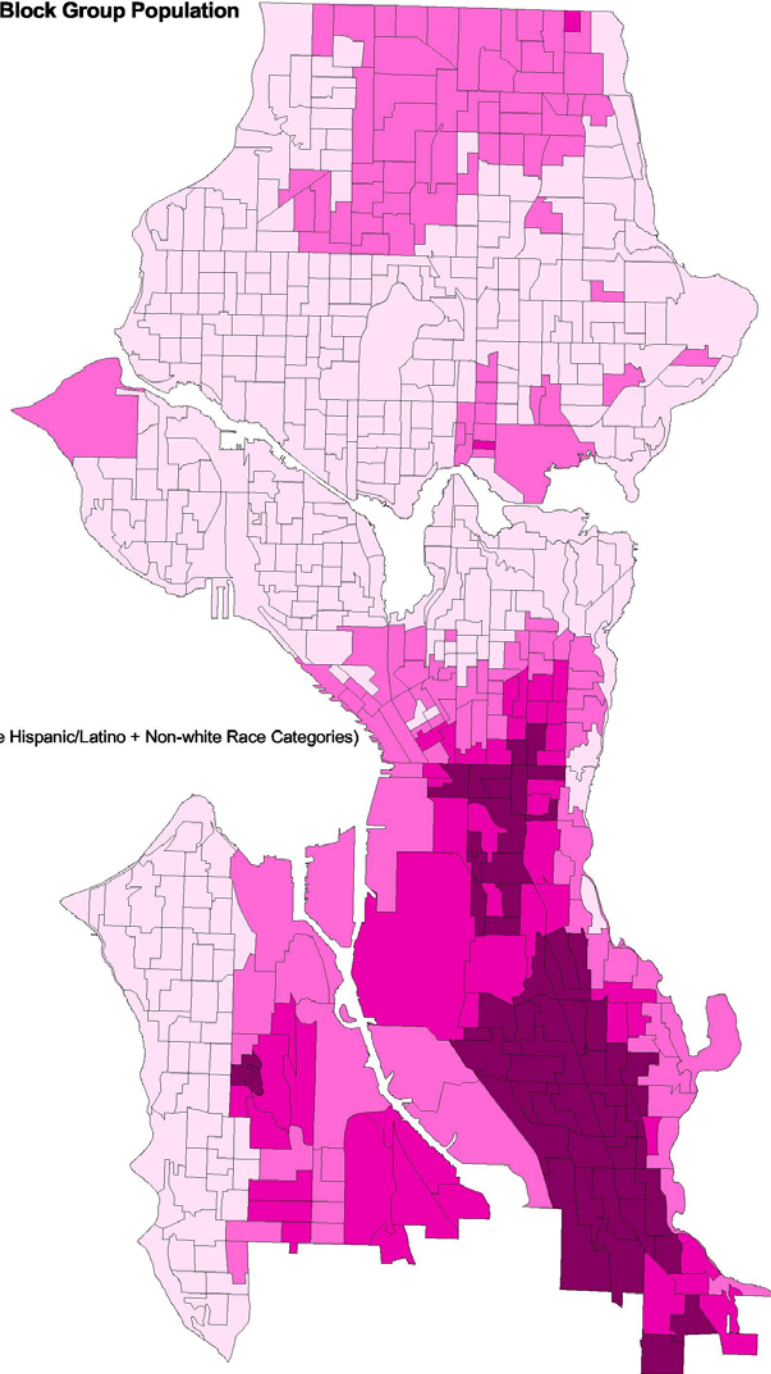
The map that follows indicates people of color are highly concentrated in south Seattle and to a lesser degree, some parts of north Seattle. As this report will show, south Seattle is also the area of the city with the highest levels of poverty and the greatest education and health needs.

*Figure 4*  
*People of Color by Location of Residence, Seattle, 2000*

**People of Color**  
**Distribution by Census Block Group (2000)**  
**Percent of Total Block Group Population**

**People of Color (White Hispanic/Latino + Non-white Race Categories)**

75% or greater
50 - 74%
25 - 49%
Less than 25%



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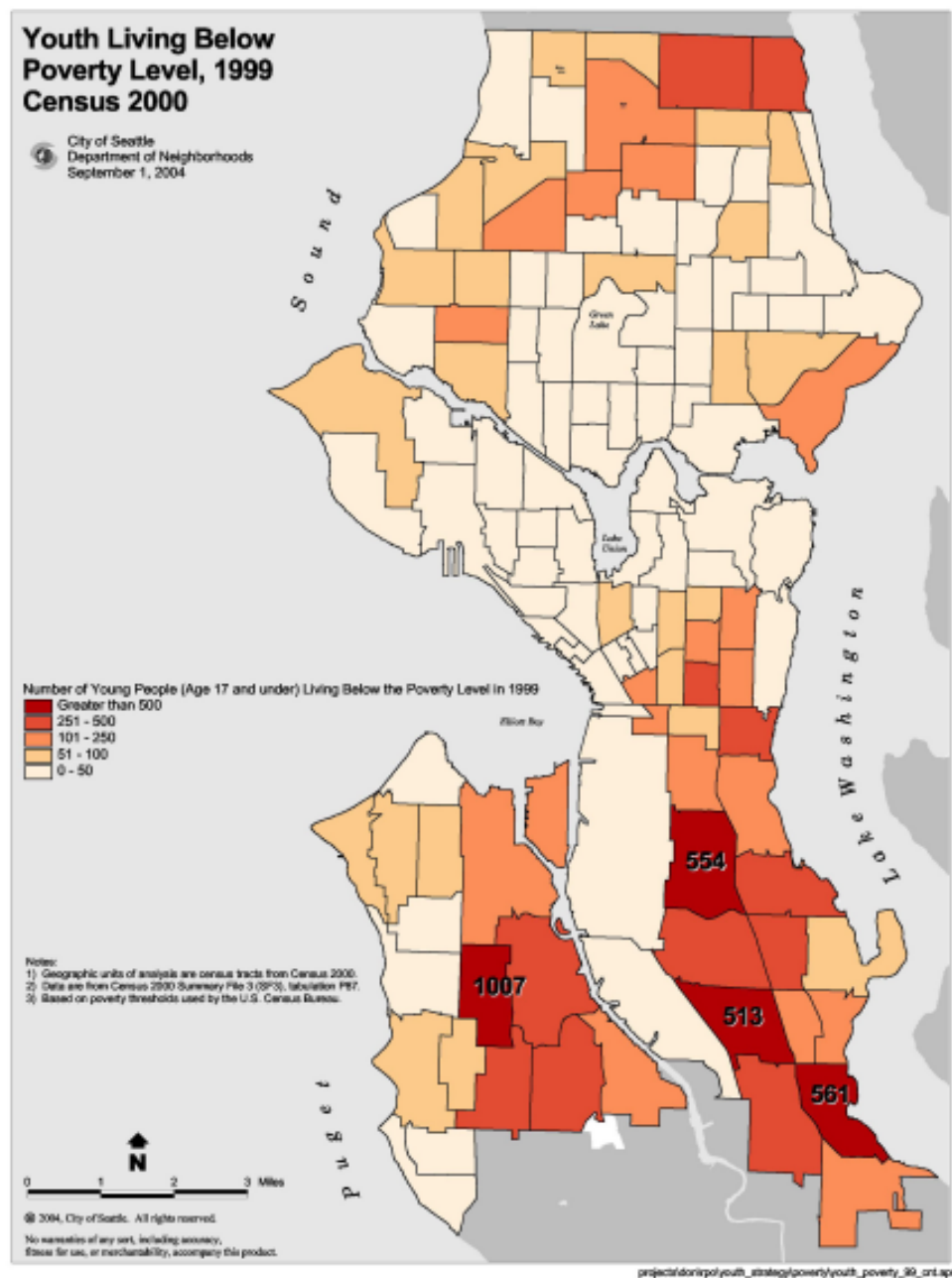


## ECONOMIC STATUS

### Children in Poverty

In Seattle, according to the 2000 U.S. Census, 14.5 percent of all children ages 17 and under are living below the federal poverty level; 16.6 percent of all children nationwide live below the poverty level. More youth living in poverty reside in south and southwest Seattle than in other areas of the city. The map below shows the number of youth living under the federal poverty level in 2000. The shaded areas represent greater numbers of youth living in poverty.

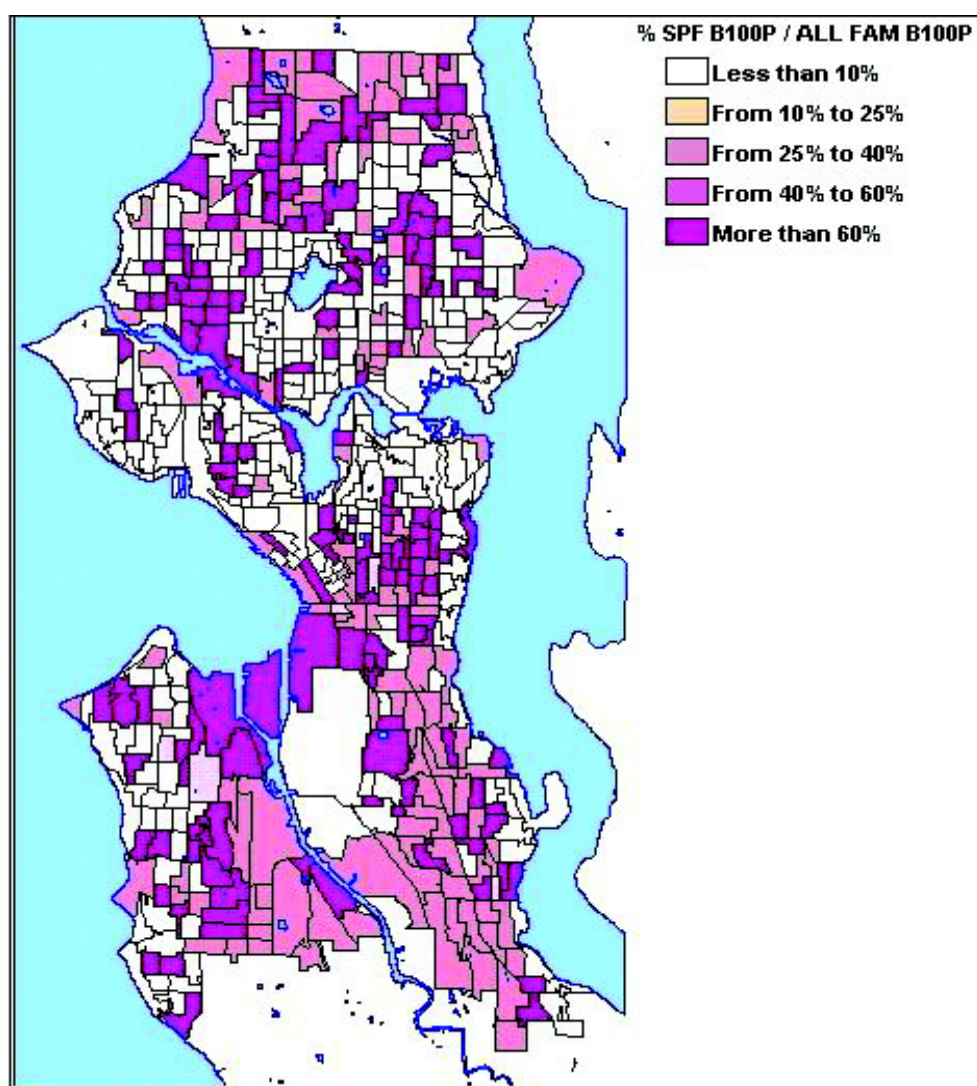
Figure 5



### Single-Parent Households in Poverty

Another measure of economic status is the number of single-parent households in poverty. The map below shows that, in many areas of the city, single-parent households represent more than 60 percent of all families with incomes under the federal poverty level.

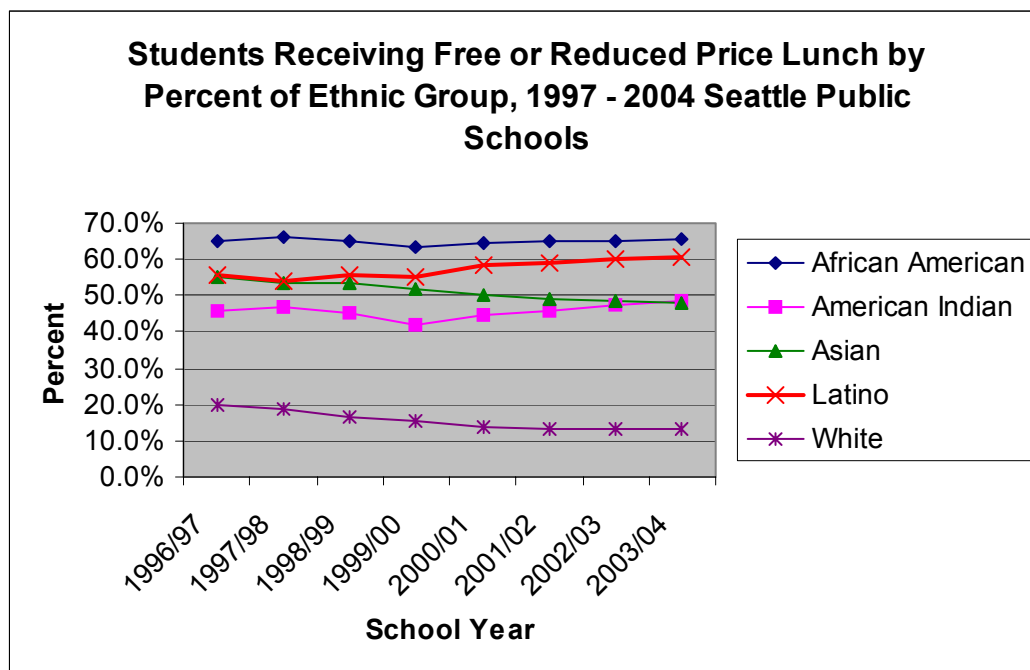
*Figure 6*  
*Single Parent Households Below 100% Federal Poverty Level as Percent of All Families Below 100% Federal Poverty Level by Census 2000 Block Group*



### Number of Students Eligible for Free and Reduced-Price Lunch

Another indicator of the economic status of children and youth is whether they receive free and/or reduced-price lunch. To qualify for a free school meal, a child's household income must be at or below 130 percent of the federal poverty level.<sup>6</sup> In the 2003-04 school year, the number of students receiving free and reduced price lunch in Seattle Public Schools fell to 39.2 percent of the student population; this represents the lowest number of students receiving free and reduced price lunch in the past eight years, as shown in the graph below. However, the numbers increased for Latino students, and the number of African American students qualifying remained at a stable, but nonetheless high, level.

Figure 7



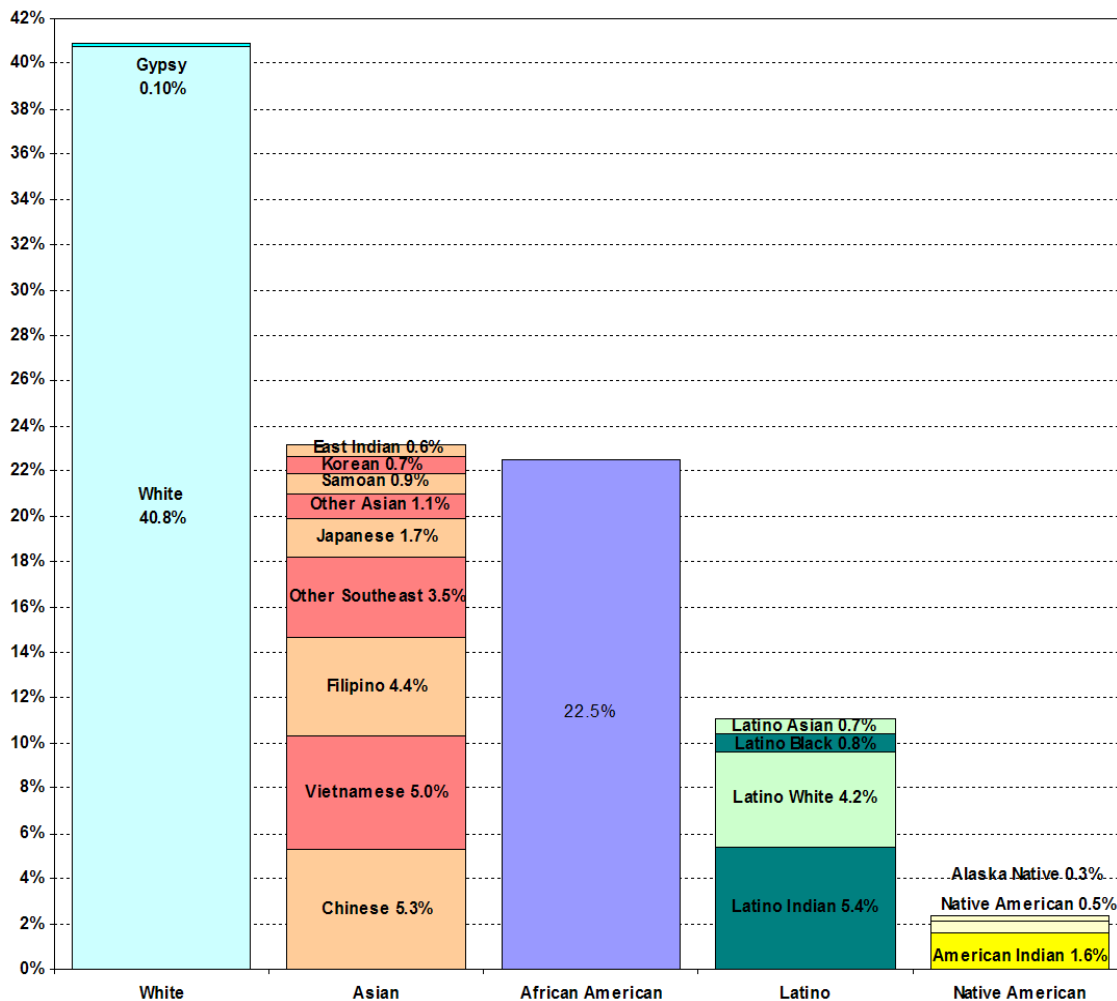
Source: Seattle Public Schools Data Profile, 2003

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## PUBLIC SCHOOL ENROLLMENT TRENDS

As of October 1, 2003, there were 46,730 students enrolled in the Seattle Public Schools (SPS), a decrease of 235 students from October, 2002.<sup>7</sup> The SPS student population consisted of 40.9 percent white students and 59.1 percent nonwhite students in 2003-2004. Figure 8, which follows, shows the percentages of students enrolled in SPS, by race and ethnic group, in the 2003-04 school year. The numbers beside each ethnic group denote that group's percentage of total students in Seattle Public Schools. For example, African American students represent 22.5 percent of the total student body.

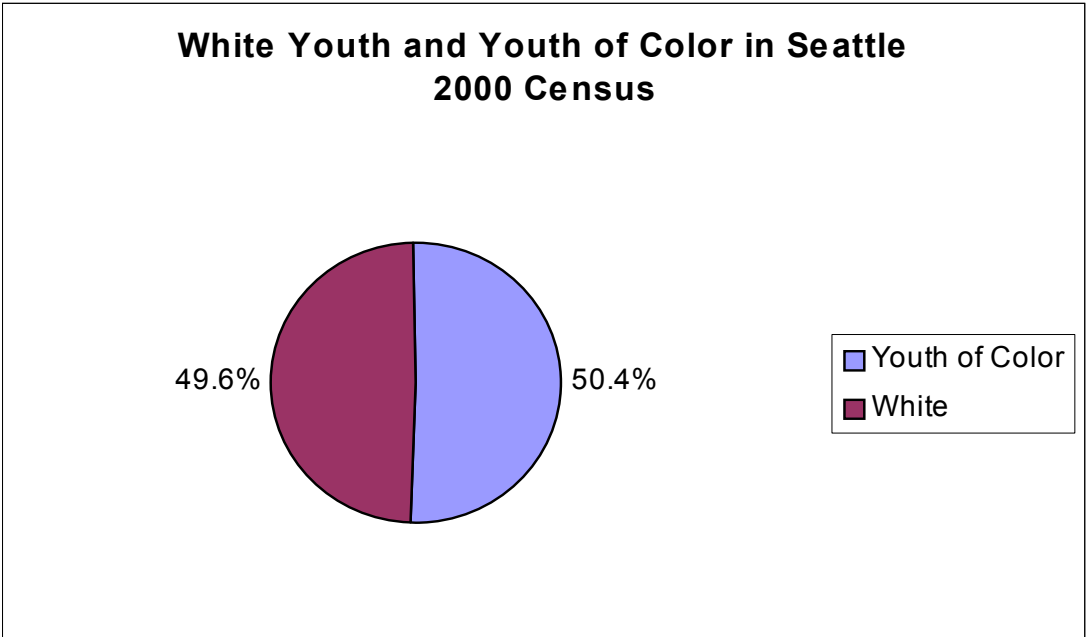
*Figure 8  
Percent of Students in Each Ethnic Group  
Seattle Public Schools, 2003-04 School Year*



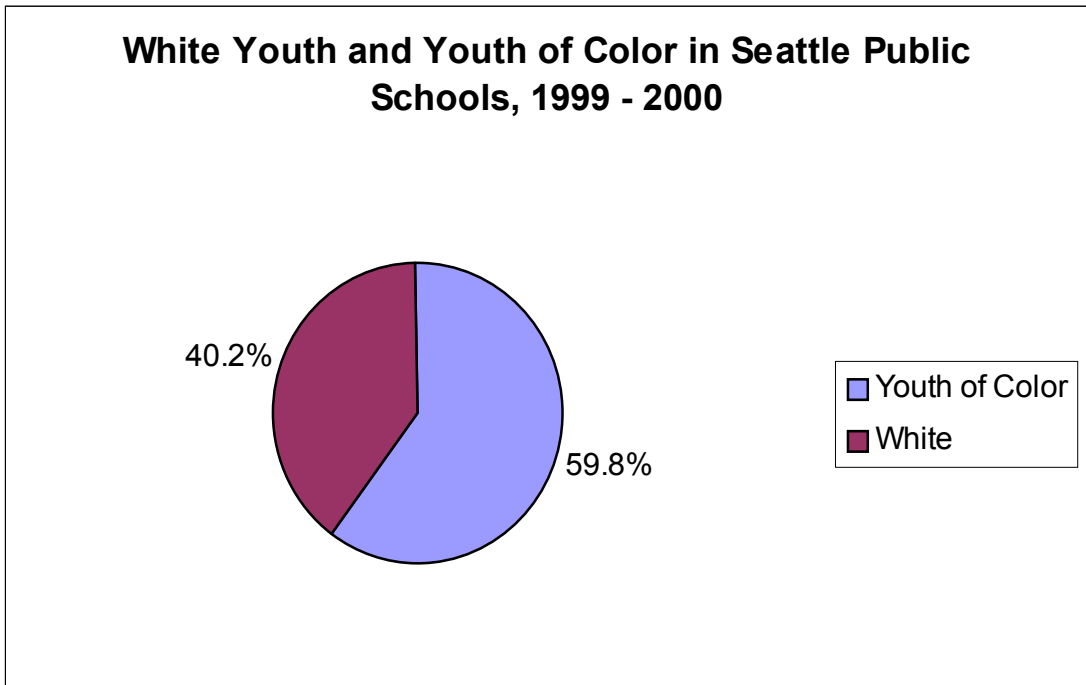
Source: Seattle Public Schools Data Profile, 2003

When comparing data from the 2000 Census with Seattle Public Schools data, it is clear there are proportionally more students of color in Seattle Public Schools than in the city’s youth population as a whole. Although white youth make up 50 percent of the citywide school-age population, they only make up 41 percent of SPS students.

*Figure 9*  
*Racial Composition of Seattle Public Schools Students and All Seattle Youth*



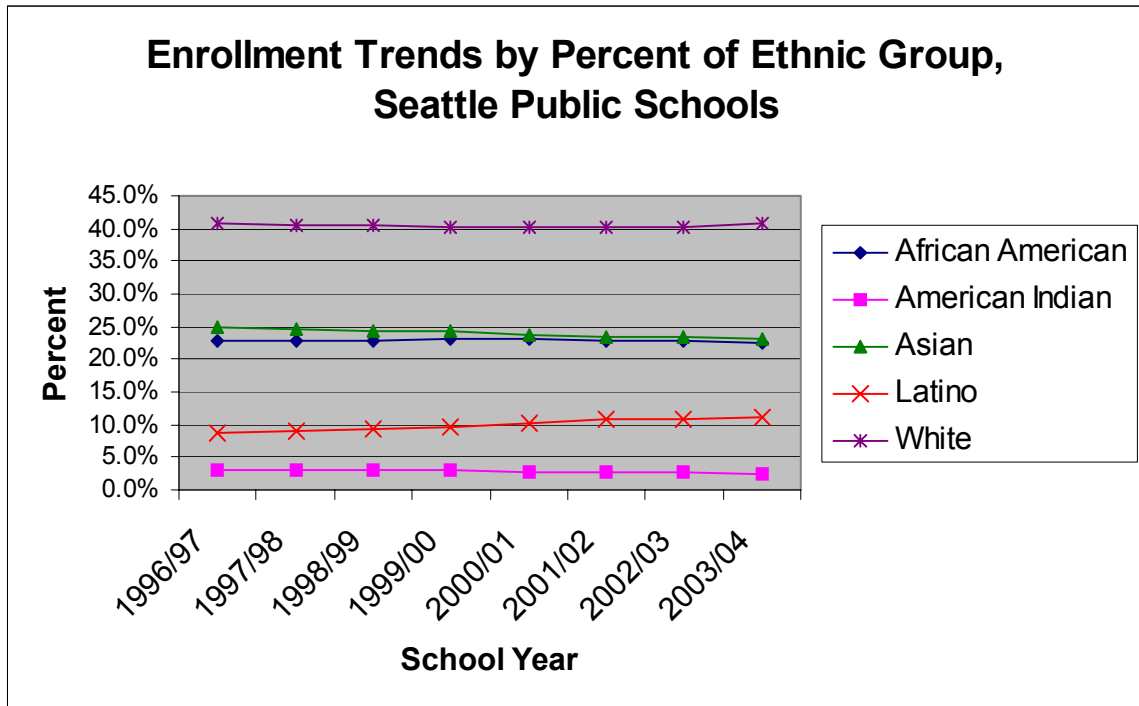
Source: United States Census, 2000



Source: Seattle Public Schools Data Profile, 2003

Figure 10 shows the Seattle Public Schools enrollment trends by race from the 1996-97 through 2003-04 school years. One trend worth noting is the continuing increase in the percentage of Latino students and the continuing decrease in the percentage of Asian students. Also noteworthy is that the percentage of Asian students was slightly higher than the percentage of African American students in the 1996-97 school year, and for about the last four years, the percentages have been nearly equal.

*Figure 10*  
*Enrollment Trends*



Source: Seattle Public Schools Data Profile, 2003

## Enrollment of Limited English Proficient Students

Nearly 17 percent of Seattle's population in 2000, 94,952 individuals according to the Census, were foreign-born residents. The Seattle Public Schools served approximately 6,010 Limited English Proficient (LEP) students and 4,009 Equal English Proficient (EEP) students during the 2002-03 school year.<sup>8</sup> LEP and EEP students made up 21.6 percent of all students in the district.<sup>9</sup>

The following graph shows the percentage of LEP students by ethnic group from 1998-99 to 2002-03. Over the years, the percentage of Asian students who are LEP has decreased, and the percentage of Latino and African American students who are LEP has increased. Latino students have the largest percentage of LEP students (approximately 35 percent of all Latino students are LEP).

### LEP/EEP Defined:

*Students in the Seattle Public Schools who are bilingual may be classified as Limited English Proficient (LEP) or Equal English Proficient (EEP). To classify a student as LEP, the school district administers the Language Assessment Scales test, and a parent or guardian indicates that the student understand or speaks the primary language more fluently than (or equal to) English.<sup>7</sup>*

Figure 11

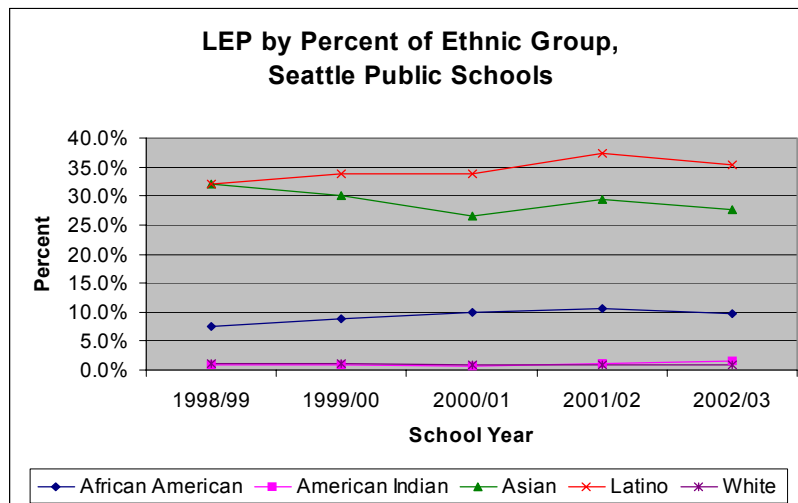
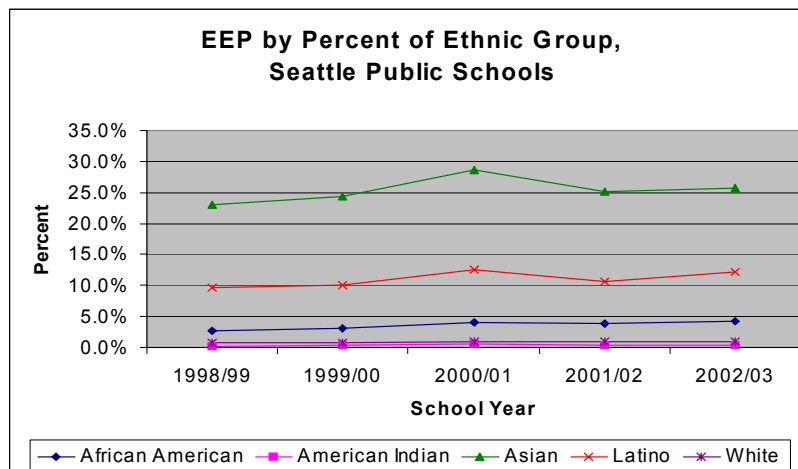


Figure 12





## **SCHOOL READINESS AND ACADEMIC ACHIEVEMENT**

A child is ready for school when he or she has the skills needed to succeed in kindergarten. While there is no current academic indicator of school readiness in Seattle, the City and Seattle Public Schools are working to develop an appropriate measure this year as part of the Families and Education Levy.

The academic achievement gap starts before children even enter school, resulting in a “preparedness gap” among kindergarteners by race and income. Nationally, a survey of kindergarten teachers by the National Center for Early Development and Learning (NCEDL) found 48 percent thought their students were not ready for kindergarten.<sup>10</sup> Furthermore, according to the same survey, teachers reported 31 percent of children had no prior preschool experience, 46 percent had trouble following directions, 35 percent had serious home problems, and 36 percent had poor academic skills.

### **Developmental Reading Assessment**

The Seattle Public Schools administers the Developmental Reading Assessment (DRA) in kindergarten, first and second grades. This assessment indicates students’ progress in meeting the school district’s literacy goals, and provides parents with information about their child’s reading skills.

Table 1 on the following page shows DRA scores decreased dramatically in 2001 for all groups, and have increased every year since 2001. The decrease is a result of the DRA standard being made more difficult in 2001.<sup>11</sup> The achievement gap in DRA scores is evident between white students and students of color, bilingual and non-bilingual students, and students who receive free and reduced-price lunch and students who do not. For example, while 73 percent of white students met the DRA standard in 2004, only 43 percent of Latino students met the standard.

Although the DRA was not intended to be analyzed in aggregate across time, it is one of the only measures of academic achievement or competency the Seattle Public Schools administers prior to the 3rd grade Iowa Test of Basic Skills. The scores are included in this report with the caution that the Seattle Public Schools does not use the DRA in its accountability system and does not use it to compare schools or measure a school’s contribution to academic achievement.<sup>12</sup>

*Table 1*  
*Developmental Reading Assessment, Grade 1, 2000 – 2004*

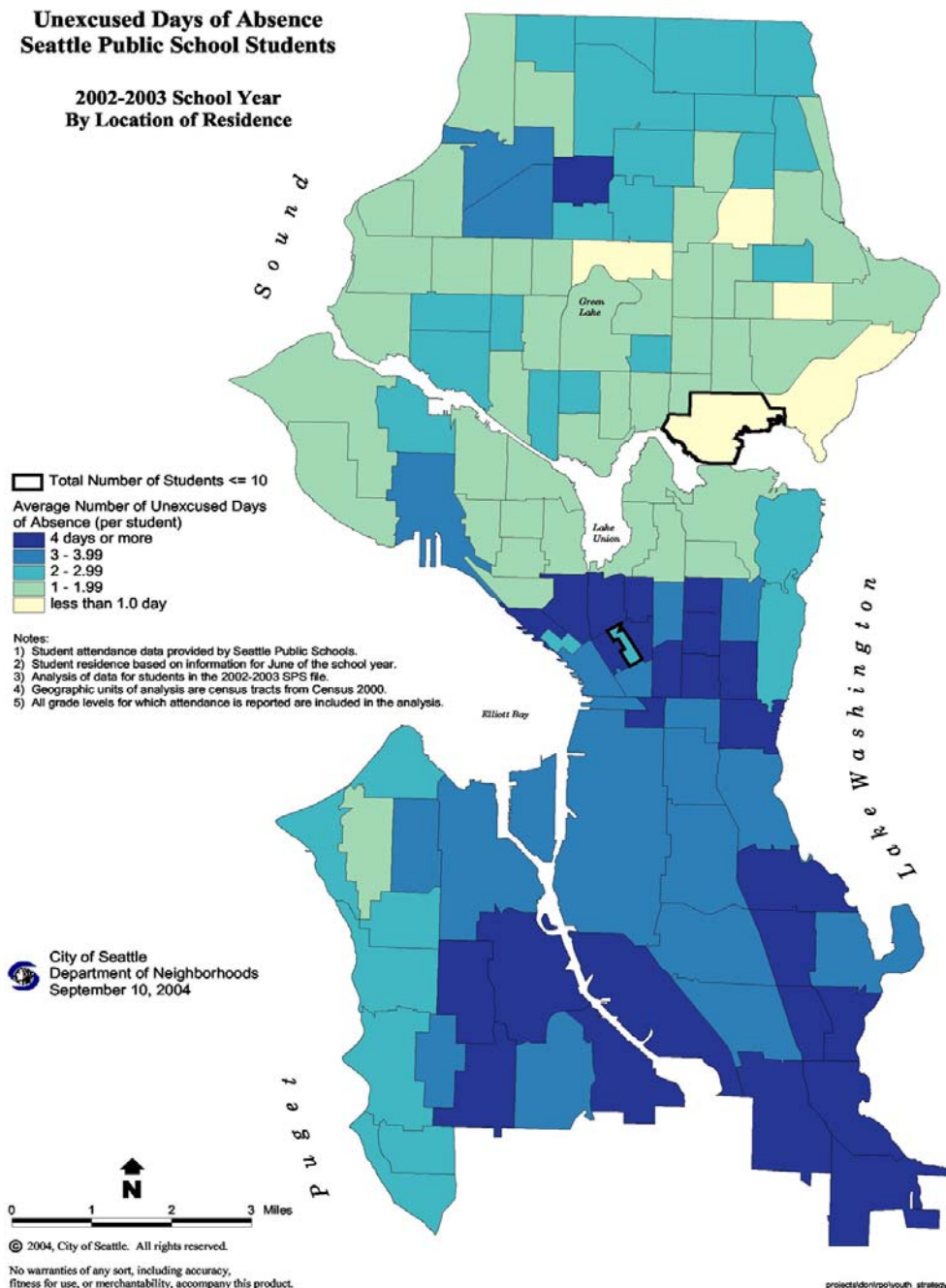
	2000		2001		2002		2003		2004	
	Met Standard	Total (students)	Met Standard	Total (students)	Met Standard	Total (students)	Met Standard	Total (students)	Met Standard	Total (students)
<b>Ethnicity</b>										
Asian	55%	856	44%	884	62%	850	68%	835	71%	826
African American	45%	831	37%	865	49%	843	50%	781	52%	768
Latino	40%	444	30%	466	38%	445	45%	432	43%	443
Native American	50%	80	30%	86	51%	67	52%	82	51%	76
White	68%	1419	50%	1472	71%	1462	72%	1467	73%	1510
Non-Bilingual	61%	2965	47%	2958	64%	2864	66%	2867	67%	2891
Bilingual	34%	665	29%	815	42%	803	49%	730	51%	732
Free/Reduced Lunch	41%	1686	32%	1711	43%	1700	47%	1612	49%	1622
Non-Free/Reduced Lunch	70%	1944	52%	2062	74%	1967	75%	1985	76%	2001
<b>TOTALS</b>	56%	3630	43%	3773	59%	3667	63%	3597	64%	3623

Source: Seattle Public Schools

## Student Attendance

Student attendance is integral to a student's ability to succeed in school. A high number of absences can prevent a student from achieving passing grades and completing high school. Figure 13 maps the average number of unexcused absences in the 2002-03 school year per student across the city. The darker areas of the map show greater numbers of unexcused absences. There is a distinct difference in the average number of unexcused absences between north and south Seattle, with south Seattle having alarmingly greater numbers.

*Figure 13*  
*Unexcused Days of Absence by Location of Residence, 2002-03*



Source: Seattle Public Schools

## Washington Assessment of Student Learning

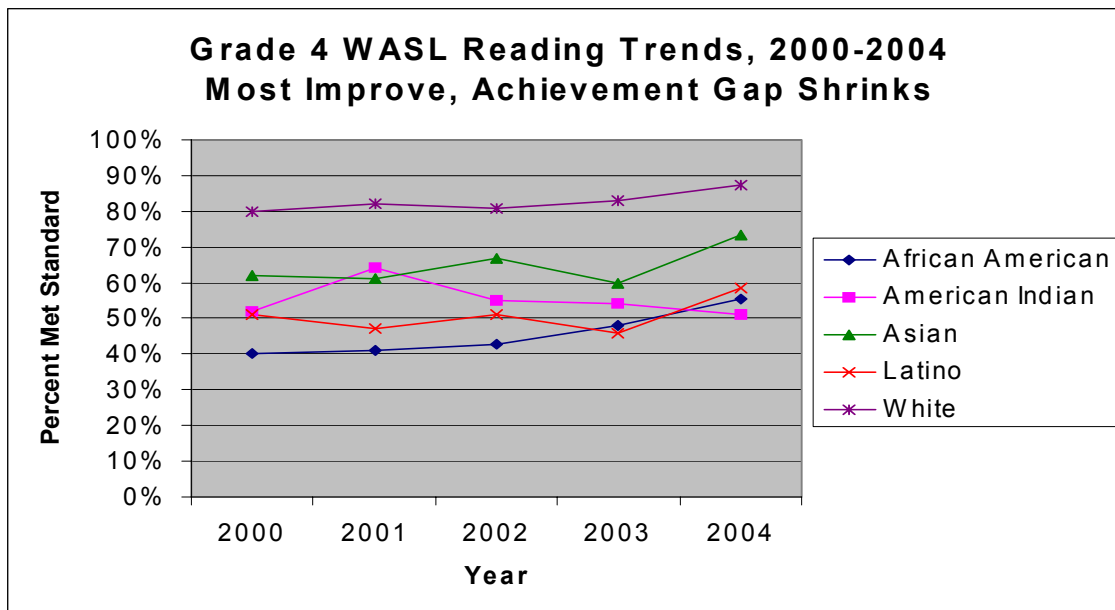
The Washington state measure for student achievement is the Washington Assessment of Student Learning (WASL). Students take the WASL in grades 4, 7, and 10. In order to “meet standard,” students must score a 3 or 4 (4 being the highest possible score). Beginning with the class of 2008, students will be required to pass the 10<sup>th</sup> grade reading and math sections of the WASL in order to receive a high school diploma. The WASL also serves as Washington state’s learning standard for the No Child Left Behind Act, the federal education law. No Child Left Behind requires all states to make progress every year in closing achievement gaps among students of different races, language proficiencies and income levels. There is a sense of urgency across the state to improve WASL scores, especially for students of color, who for the most part are scoring disproportionately lower than their white peers.

### Reading Scores

The graphs in Figure 14 show 4th, 7th and 10th grade WASL reading scores for Seattle Public Schools students from 2000 through 2004, broken out by ethnicity. Although the achievement gap remains in students’ reading scores, there is improvement from 2000 through 2004 in all grades for most groups of students. Some of the increases in scores for grades 4 and 7 in both reading and math (see figure 15) for 2004 can be attributed to slight changes in the score required to meet standard.

Grade 4 scores have improved the most out of all grades, with scores for African American students steadily increasing. However, scores for American Indian students have steadily decreased. The achievement gap is slightly smaller over time for grade 4 scores.

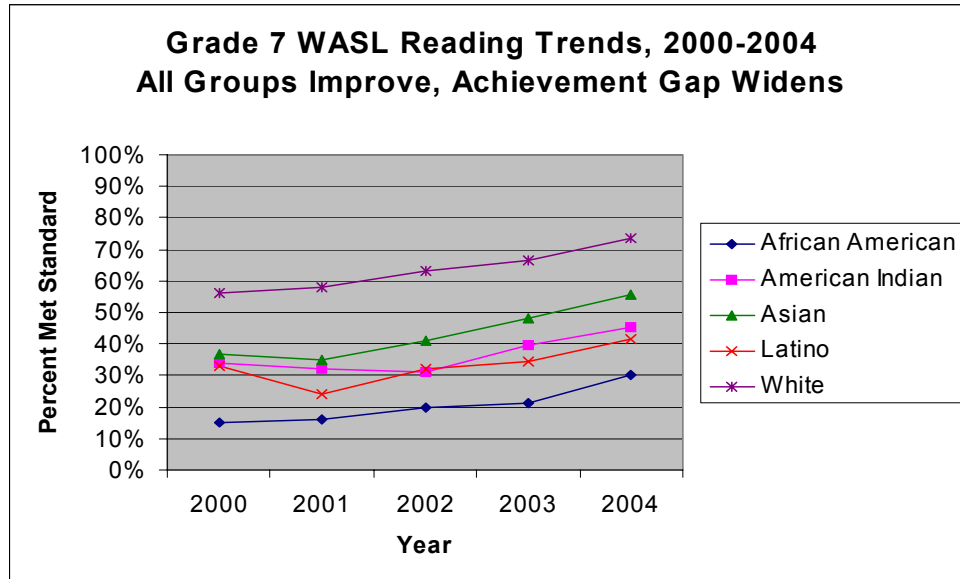
*Figure 14*  
*WASL Reading, Percent Met Standard, Seattle Public Schools*



Sources: Seattle Public Schools Data Profile, 2003  
Washington State Office of the Superintendent of Public Instruction

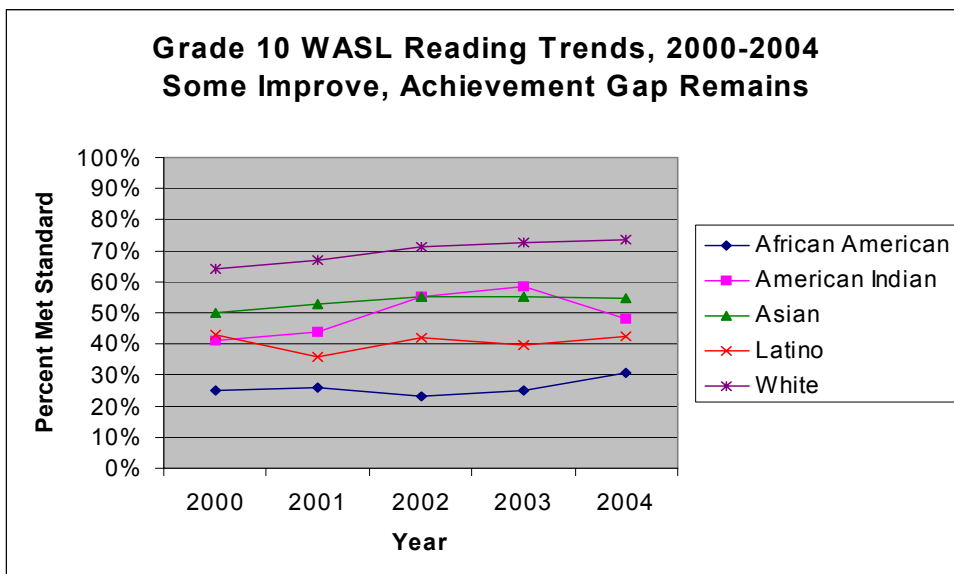
Grade 7 reading scores show the most steady improvement over time for all groups of students, yet the achievement gap has grown.

*Figure 14, Continued*  
*WASL Reading, Percent Met Standard, Seattle Public Schools*



Sources: Seattle Public Schools Data Profile, 2003  
 Washington State Office of the Superintendent of Public Instruction

Grade 10 scores show slight improvement over time for most groups, but the achievement gap remains. Grade 10 scores for Latino students have remained steady over time, with no increase.

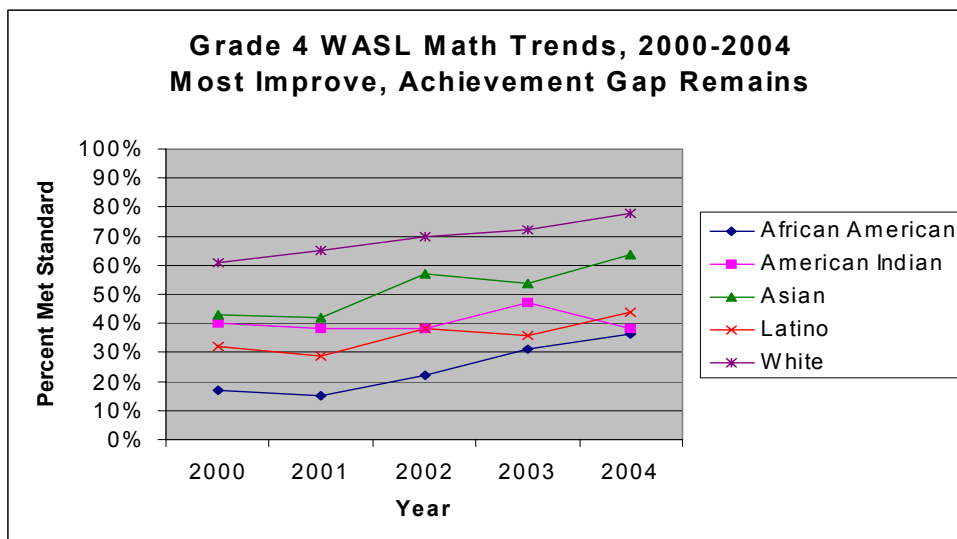


Sources: Seattle Public Schools Data Profile, 2003  
 Washington State Office of the Superintendent of Public Instruction

## Math Scores

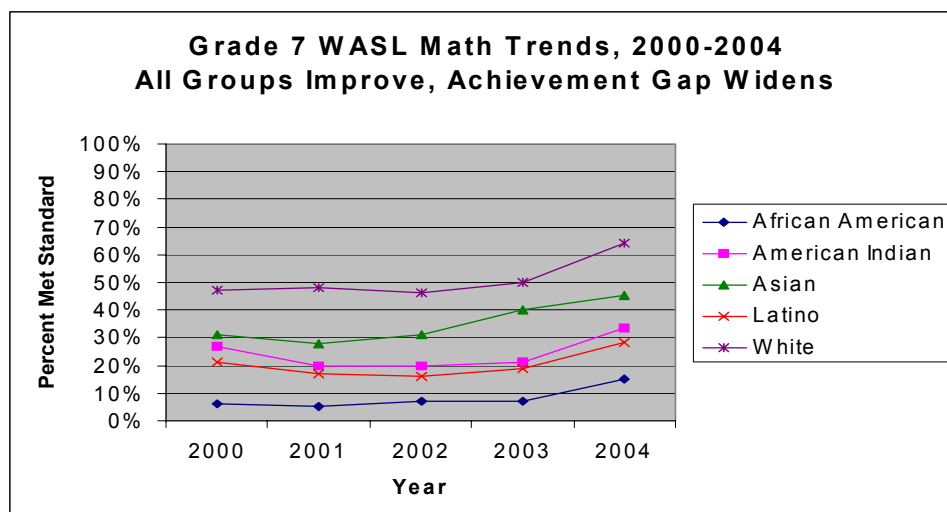
The graphs in Figure 15 show 4th, 7th and 10th grade WASL math scores for Seattle Public Schools students from 2000 through 2004, broken out by ethnicity. WASL math scores show more improvement over time than do reading scores, yet the achievement gap has increased more. As noted previously in this report, some of the increase in test scores for grades 4 and 7 in reading and math can be attributed to slight changes in the score required to meet standard. grade 4 scores show improvement over time for all groups except American Indian students. Scores for African American students have improved steadily since 2001.

*Figure 15*  
*WASL Math, Percent Met Standard, Seattle Public Schools*



Sources: Seattle Public Schools Data Profile, 2003  
Washington State Office of the Superintendent of Public Instruction

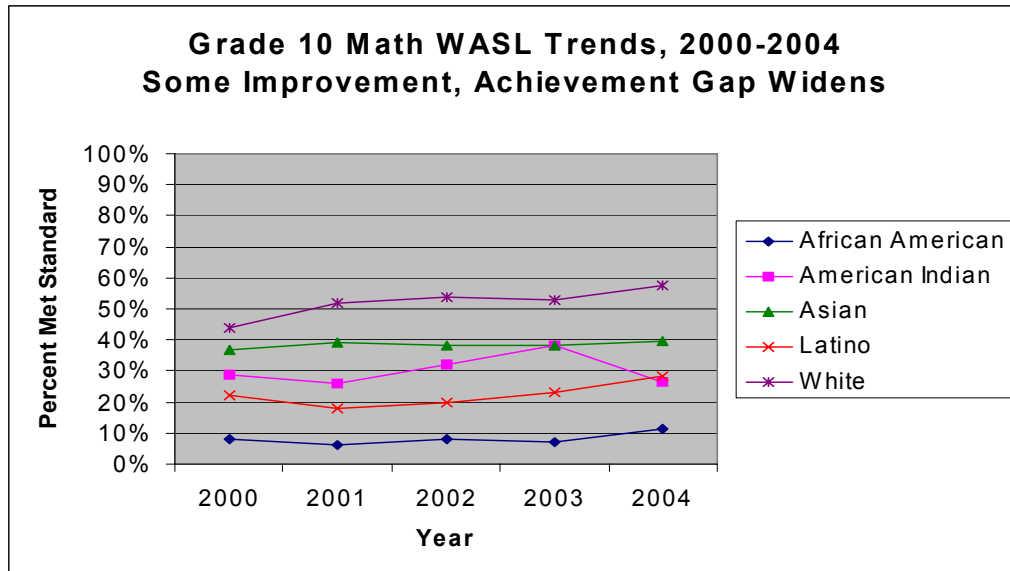
While all groups have improved over time in grade 7, the achievement gap has grown.



Sources: Seattle Public Schools Data Profile, 2003  
Washington State Office of the Superintendent of Public Instruction

The achievement gap has also grown for grade 10 scores, which show less improvement than the other grades. American Indian students show a large drop in scores for grade 10.

*Figure 15, Continued*  
*WASL Math, Percent Met Standard, Seattle Public Schools*

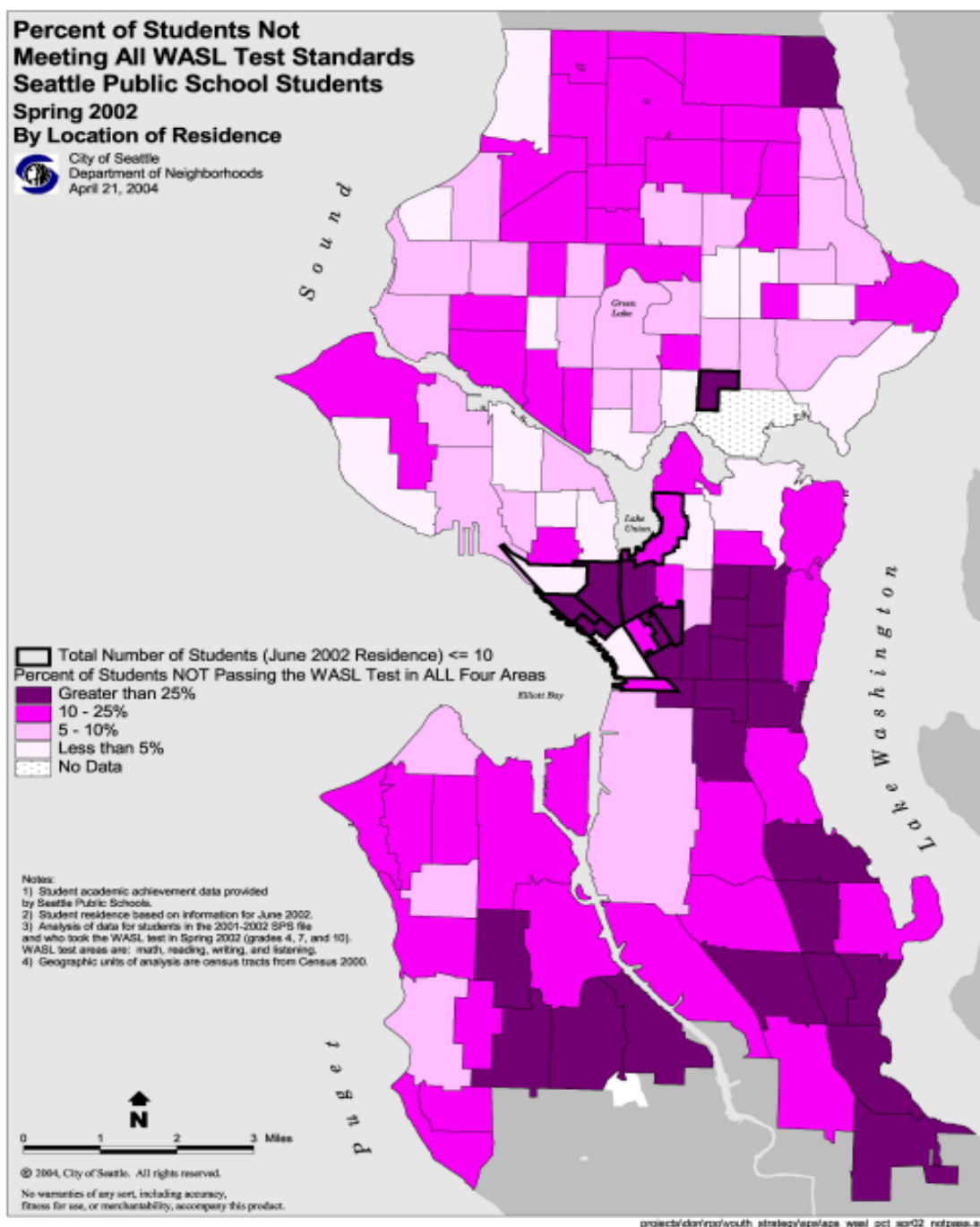


Sources: Seattle Public Schools Data Profile, 2003  
Washington State Office of the Superintendent of Public Instruction

## WASL Scores by Location of Residence: The system is failing students in south Seattle

Figure 16 shows 2003 student WASL scores by location of residence. The map distinctly shows greater percentages of students in north Seattle passed more sections of the WASL than did students in south Seattle. Darker areas of the map represent areas of Seattle in which a greater percentage of students did not pass the WASL.

*Figure 16*  
*Students not Passing the WASL by Location of Residence, 2002*



Source: Seattle Public Schools



### Test Scores for Bilingual Students

In addition to the achievement gap among students of different races, there is a gap between students who are bilingual and students who speak English fluently. While the Seattle Public School district's average percentages of students meeting reading and math WASL standards in 2002 were 53.6 percent and 38.7 percent, respectively, the total bilingual percentages were just 13.2 percent and 9.7 percent, as shown in Table 2.

*Table 2*  
*WASL Scores for Bilingual Students by Language Spoken, 2002*

Language	2002 WASL, % Met Standard, Reading	2002 WASL, % Met Standard, Math
Somali	11.40%	3.80%
Cambodian	4.6	3.1
Chinese	12	10.8
Tigrigna	3.1	3.1
Oromo	12.5	0
Amharic	17.2	3.4
Lao	12.5	9.4
Tagalog	18.2	12.7
Vietnamese	22.1	17.1
<b>Total Bilingual</b>	<b>13.2</b>	<b>9.7</b>
<b>District Average (All Students)</b>	<b>53.6</b>	<b>38.7</b>

The achievement gap is usually analyzed by breaking out test scores and other data by large ethnic groups, yet there is variation in test scores even within the ethnic groups. For example, the Seattle Public Schools reports test scores for all “African-American” students together, even though this category includes students who are recent immigrants from Africa (e.g., Somalia) – a very different population with very different educational needs from African-Americans. The tables on the following page, showing test scores for Seattle Public Schools Students, demonstrate the variation in test scores within these ethnic categories by comparing test scores for English and nonEnglish-speaking populations. Test scores for English-speaking students are much higher than nonEnglish-speaking students of the same ethnicity.

*Table 3*  
*Seattle Public School District Test Scores, Grades 3-5, 2002*

Population	2002 WASL % Met Standard, Reading	2002 WASL % Met Standard, Math
Asian, English Speaking	79.9%	69.1%
Asian, Non-English Speaking	58.7%	50.1%
African American, English Speaking	44.6%	23.4%
African American, Non-English Speaking	34.9%	14.8%
Latino, English Speaking	66.7%	51.8%
Latino, Non-English Speaking	36.3%	23.9%
Total, Not Bilingual	69.3%	55.4%
Total, Bilingual	24.9%	17.0%

Source: Seattle Public Schools 2003 Bilingual Review Advisory Committee Report

*Table 4*  
*Seattle Public School District Test Scores, Grades 6-8, 2002*

Population	2002 WASL % Met Standard, Reading	2002 WASL % Met Standard, Math
Asian, English Speaking	53.3%	40.8%
Asian, Non-English Speaking	33.2%	24.2%
African-American, English Speaking	21.5%	7.4%
African-American, Non-English Speaking	13.0%	4.0%
Latino, English Speaking	50.0%	27.4%
Latino, Non-English Speaking	15.0%	5.4%
Total, Not Bilingual	49.0%	32.9%
Total, Bilingual	4.5%	4.1%

Source: Seattle Public Schools 2003 Bilingual Review Advisory Committee Report

*Table 5*  
*Seattle Public School District Test Scores, Grades 9 and 10, 2002*

Population	2002 WASL % Met Standard, Reading	2002 WASL % Met Standard, Math
Asian, English Speaking	67.3%	45.6%
Asian, Non-English Speaking	47.8%	33.8%
African-American, English Speaking	24.3%	8.8%
African-American, Non-English Speaking	17.6%	4.9%
Latino, English Speaking	58.5%	28.1%
Latino, Non-English Speaking	24.7%	11.4%
Total, Not Bilingual	57.8%	38.7%
Total, Bilingual	13.3%	11.8%

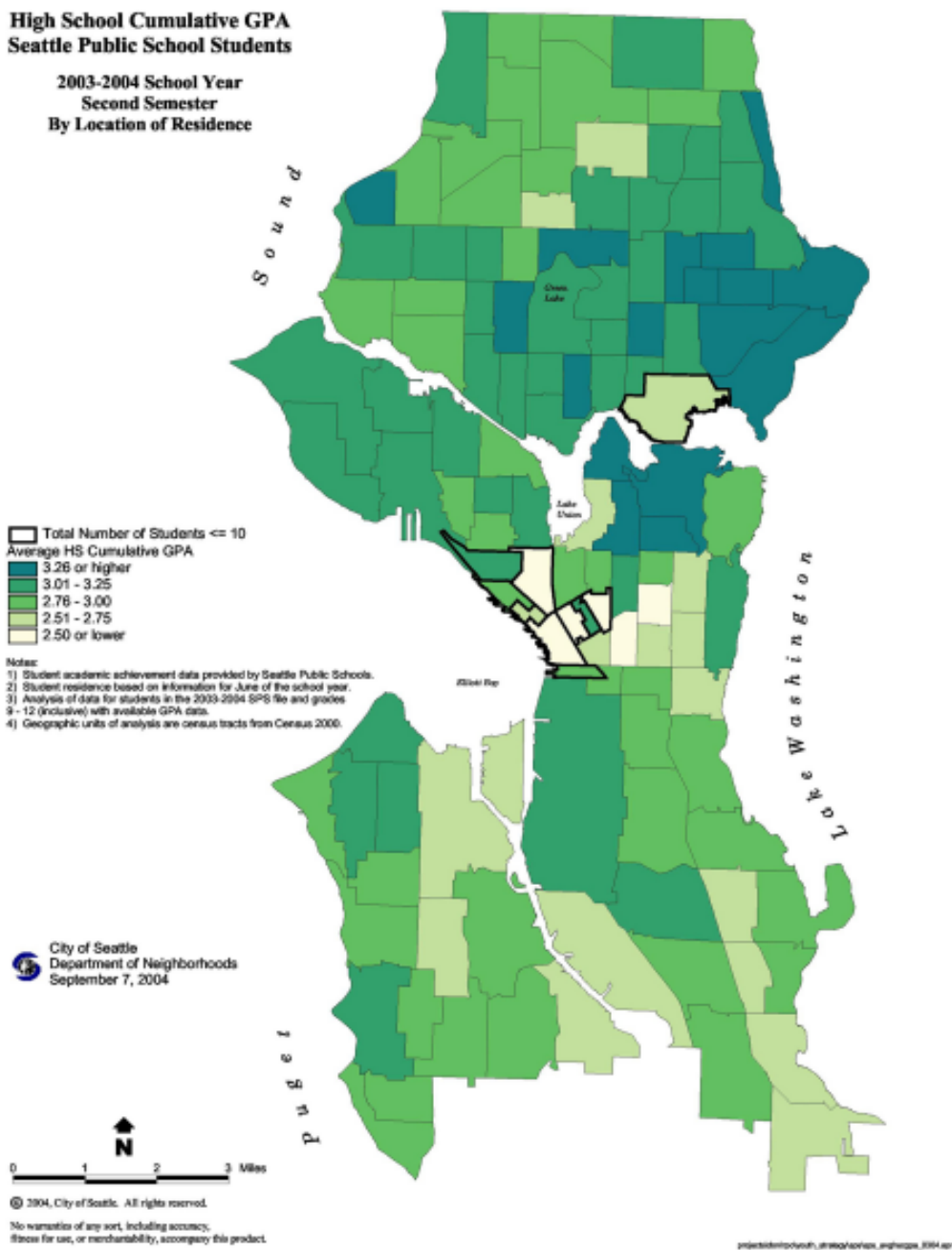
Source: Seattle Public Schools 2003 Bilingual Review Advisory Committee Report

## High School Cumulative Grade Point Average by Location of Residence

Although standardized tests are often used to measure student performance, they are not the only valid measure of academic achievement. Student Grade Point Averages (GPAs) are another indicator of academic achievement. Student GPAs are disproportionate across the City. Figure 17 shows a map of cumulative high school GPAs by Census tract in Seattle for the 2003-04 school year. The darker areas of the map represent higher average GPAs. The map clearly shows there are more students with higher GPAs in north Seattle than in south Seattle.

Figure 17

*High School Cumulative GPA by Location of Residence, 2003-04*



## Student Completion Rates

Only 59.6 percent of students in the class of 2003 completed high school in four years.<sup>13</sup>

Completion rates are even lower for most students of color, as shown in Table 6 below. While 70.7 percent of Asian students and 63.3 percent of white students in the class of 2003 completed school, the rates for American Indian, African American, and Latino students for the same class were 40.2 percent, 50.3 percent, and 47 percent, respectively.

*Table 6*  
*Cumulative Completion and Dropout Rates, Seattle School District (2001-2003)*

Class of 2001	Adjusted Number in Class	Graduates		Dropouts		Still Enrolled September 2002	
		Number	%	Number	%	Number	%
<b>Ethnicity</b>							
African American	1023	531	51.9%	423	41.3%	69	6.7%
American Indian	137	54	39.4%	77	56.2%	6	4.4%
Asian	978	701	71.7%	251	25.7%	26	2.7%
Chicano/Latino	373	168	45.0%	184	49.3%	21	5.6%
White	1596	1035	64.8%	521	32.6%	40	2.5%
<b>Total</b>	<b>4107</b>	<b>2489</b>	<b>60.6%</b>	<b>1456</b>	<b>35.5%</b>	<b>162</b>	<b>3.9%</b>
Class of 2002	Adjusted Number in Class	Graduates		Dropouts		Still Enrolled September 2003	
		Number	%	Number	%	Number	%
<b>Ethnicity</b>							
African American	962	518	53.8%	334	34.7%	110	11.4%
American Indian	141	65	46.1%	68	48.2%	8	5.7%
Asian	1018	754	74.1%	213	20.9%	51	5.0%
Chicano/Latino	378	184	48.7%	168	44.4%	26	6.9%
White	1563	1031	66.0%	437	28.0%	95	6.1%
<b>Total</b>	<b>4062</b>	<b>2552</b>	<b>62.8%</b>	<b>1220</b>	<b>30.0%</b>	<b>290</b>	<b>7.1%</b>
Class of 2003	Adjusted Number in Class	Graduates		Dropouts		Still Enrolled September 2004	
		Number	%	Number	%	Number	%
<b>Ethnicity</b>							
African American	1012	509	50.3%	266	26.3%	237	23.4%
American Indian	132	53	40.2%	49	37.1%	30	22.7%
Asian	947	670	70.7%	157	16.6%	120	12.7%
Chicano/Latino	381	179	47.0%	129	33.9%	73	19.2%
White	1722	1090	63.3%	362	21.0%	270	15.7%
<b>Total</b>	<b>4194</b>	<b>2501</b>	<b>59.6%</b>	<b>963</b>	<b>23.0%</b>	<b>730</b>	<b>17.4%</b>

Sources: Seattle Public Schools Data Profile, 2003

### **Student Suspension and Expulsion Rates**

Seattle Public Schools uses disciplinary action for certain violations of school district rules, such as bringing a weapon to school or violent behavior on campus. Three such actions are short-term suspensions, long-term suspensions, and expulsions.

The student expulsion rate is an important indicator of academic achievement. When students are expelled from school, they face a barrier to achievement and graduation. High school expulsion rates are the lowest since the 1989-90 school year, yet expulsion rates are disproportionate by race. While approximately 1.4 percent of African American and Native American students were expelled in the 2002-03 school year, only about 0.4 percent of white students and 0.3 percent of Asian students were expelled.<sup>11</sup> Overall expulsion rates declined from 1998-99 to 2002-03, but rates increased for African American youth from the 2001-02 to 2002-03 school years. Over the five year time span, the expulsion rate of American Indian students has increased.<sup>15</sup>

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## **HEALTH STATUS OF CHILDREN AND YOUTH**

The health of Seattle's children and youth can be described using a variety of indicators. Teen pregnancy and birth rates, sexually transmitted disease (STD) rates among teens, oral health and drug use are some of these key indicators. The following information provides a picture of some of these issues.

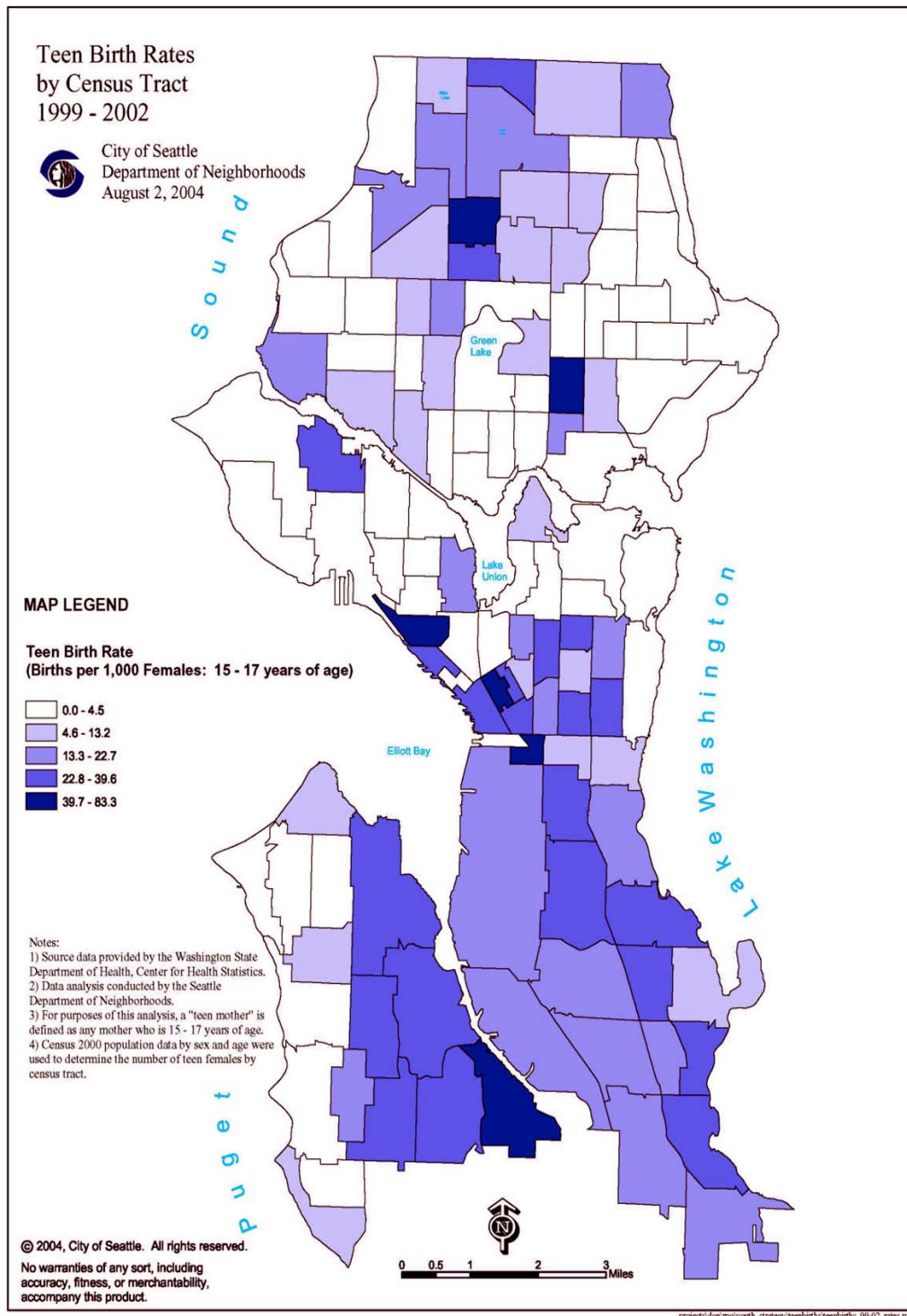
### **Teen Births**

Teen births are an important indicator for the health status of children and youth in Seattle. Research shows that children of teenage mothers face many challenges, including low birth weight, premature birth and death.<sup>16</sup>

The Annie E. Casey Foundation conducted a study of teen births in 50 cities across the U.S. in 2004. While the top 50-city average percent of total births to teens was 13.3 percent, this figure was only 9.6 percent for Washington state, and 5.9 percent for Seattle. Rates have decreased across the nation; the 50-city average decreased from 15.4 percent to 13.3 percent of total births to teens from 1990 to 2001. During the same time period, Seattle's rate decreased from 8.1 percent to 5.9 percent.<sup>17</sup>

Although Seattle has relatively low birth rates when compared to the rest of the nation, teen births are disproportionately concentrated in certain areas of the city. Figure 18 on the following page shows births to females ages 15-17 by Census tract from 1999-2002. The map shows higher teen birth rates in central, southeast, and southwest Seattle.

*Figure 18*  
*Teen Birth Rates per 1,000 Females Ages 15-17 (1999 - 2002)*



Source: United States Census, 2000

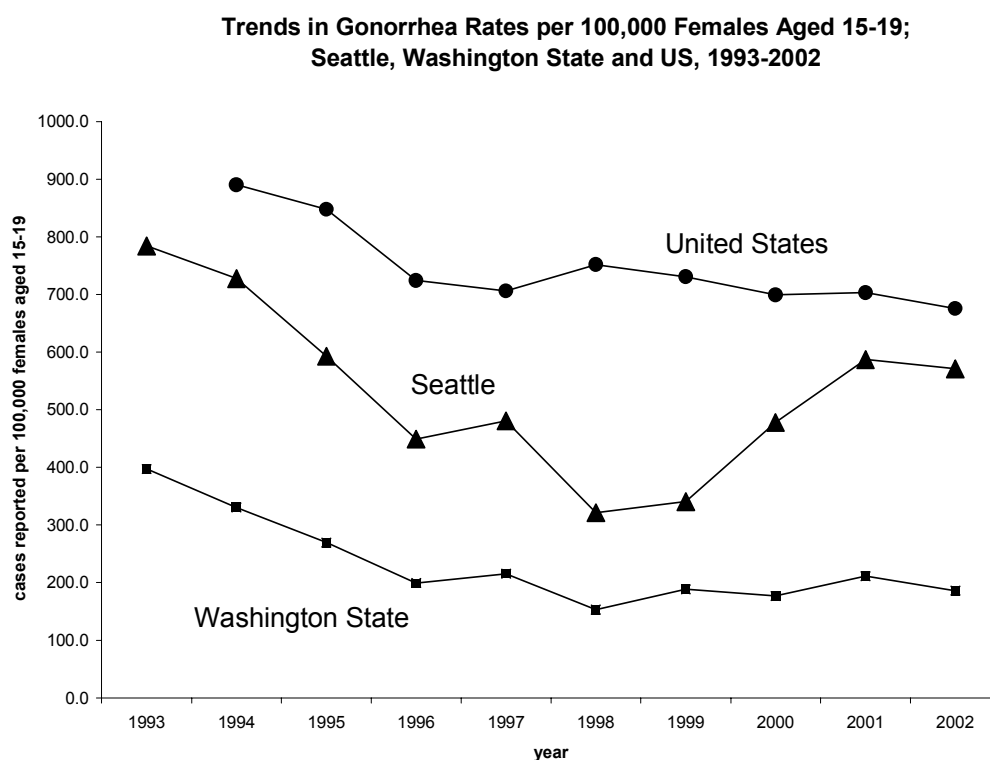


## Sexually Transmitted Diseases

This section of the report discusses sexually transmitted diseases (STDs) as a health status indicator for Seattle youth, focusing on rates of gonorrhea and chlamydial infection in women ages 15 - 19.<sup>18</sup> Data on disease in men are not presented because screening programs for men are less well developed, reporting is less complete, and recent changes in testing practices make data interpretation difficult.

The rate of gonorrhea among adolescent women in Seattle decreased from 1993 - 1999, but has increased since that time (see Figure 19 below). This rate is somewhat higher than the gonorrhea rate for Washington state as a whole, but is lower than the national rate.

*Figure 19*



As shown in Table 7 on the following page, gonorrhea rates are almost 16 times higher among African American adolescent women than among white adolescent women. This disparity mirrors a broader national disparity; in the U.S. as a whole, in 2002, gonorrhea rates among African American adolescent women were 17 times higher than among white adolescent women.

Table 7

**Gonorrhea and Chlamydia Rates\* by Race and Ethnicity per 100,000 Females Aged 15-19; Seattle, 2002**

	<i><b>Gonorrhea</b></i>	<i><b>Chlamydia</b></i>
<b>RACE:</b>		
White	120	1,087
African-American	1,884	7,343
American Indian-Native Alask	~	3,209
Asian-American	~	1,104
Multiple Race	~	903
Other Race	~	1,231
<b>ETHNICITY:</b>		
Hispanic**		1,812
Non-Hispanic		1,421

NOTE: 18-24% of data on race missing; estimated rates based on assumption that cases with missing race data have similar race distribution to those for whom race data were reported.

NOTE: If a person was diagnosed more than once during the time period, each diagnosis is included

\*RATE = STD cases per 100,000 females aged 15-19 in specified racial/ethnic group.

\*\*Hispanics can be of any race, and are included in the preceding racial categories

~ Too few reported gonorrhea cases (<10) to compute reliable rates

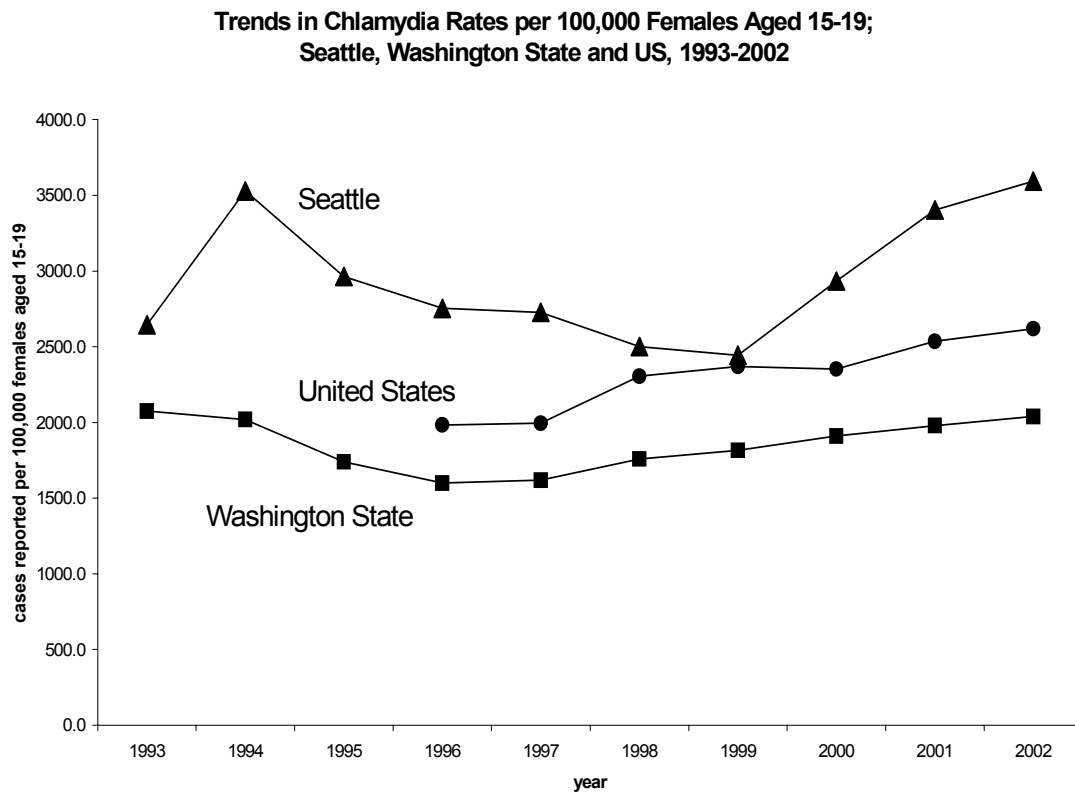
Data Sources: STD Report Records: WA State Department of Health, STD/TB Services;  
Public Health - Seattle & King County STD Program.

2001-2002 Population Estimates: Estimated by extrapolation from 2000 age- and sex-specific city-wide population estimates, Washington State Office of Financial Management

Prepared by: STD Program, Public Health- Seattle & King County, 9/04

Like gonorrhea, rates of chlamydial infection among adolescent women declined between the early and late 1990s, but have since increased (see Figure 20 on the following page). Rates in Seattle exceed both national and Washington state rates overall. However, the relatively high rate of chlamydial infection in Seattle may, at least in part, reflect higher levels of chlamydial screening, diagnosis and reporting in Seattle relative to the rest of the U.S. The prevalence of *Chlamydia trachomatis* among adolescent women screened in family planning clinics in Seattle in 2002 was 5.1 percent, compared to 6.0 percent among adolescent women seen in family planning clinics in Washington state as a whole, and 4.6 percent in the U.S. (range 3.0 - 14.2 percent). As with gonorrhea, rates of chlamydial infection among African American adolescents are substantially higher than among whites; rates of infection among American Indians and Alaska Natives are likewise elevated.

Figure 20



The STD data here suggest that while progress was made in controlling bacterial STDs in the early 1990s, morbidity levels have now plateaued, and may be increasing. Moreover, STDs continue to be a glaring health disparity both in Seattle and in the U.S. as a whole, with disease exacting a disproportionate toll on African Americans. Renewed and innovative efforts continue to be needed to promote safer sexual behaviors and to identify and treat infections among adolescents.<sup>19</sup>

## Youth Drug Use

Another measure of youth health is levels of reported drug use. Reported drug use by youth had been decreasing between 1995 and 1999, as measured by the Teen Health Survey,<sup>20</sup> shown in Table 8. Reported drug use decreased more dramatically for 8<sup>th</sup> graders than for high school students.

*Table 8*  
*Reported Drug Use by 8<sup>th</sup> Graders and High School Students, 1995-1999*

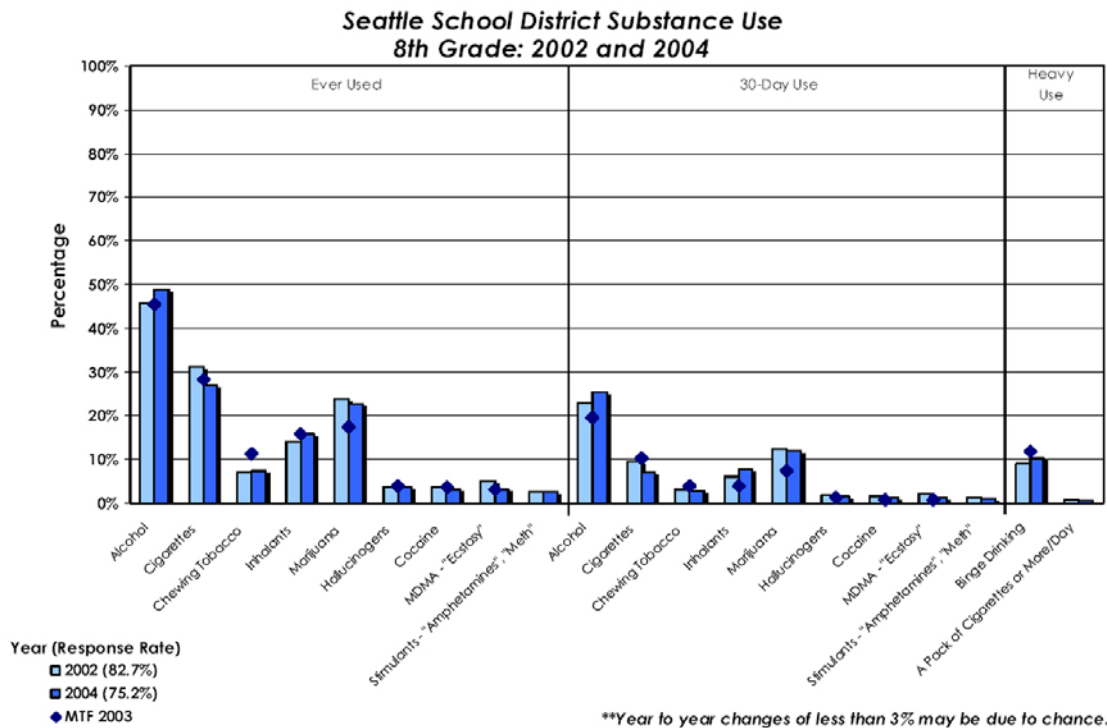
Variable	1995 Rate	1999 Rate	Change
<b>Grade 8:</b> Used any drug in past month	43.8%	29.9%	<b>13.9% (↓)</b>
<b>Grade 8:</b> Used 1+ drug other than alcohol, tobacco, steroids, or marijuana	15.7%	4.5%	<b>11.2% (↓)</b>
<b>High School:</b> Used any drug in past month	46.4%	44.4%	<b>2% (↓)</b>
<b>High School:</b> Used 1+ drug other than alcohol, tobacco, steroids, or marijuana in the past month	8.1%	7.2%	<b>No significant Change</b>

Table 9 on the following page shows reported drug-use results from the Communities That Care (CTC) Survey in 2002<sup>21</sup> and 2004.<sup>22</sup> The bars show the percentage of students who reported “ever using,” “using in the past 30 days” or “heavy use” on the CTC Survey. The diamonds on each bar represent the percentage of students who reported this behavior on the national Monitoring the Future Survey.

### **Communities that Care Survey:**

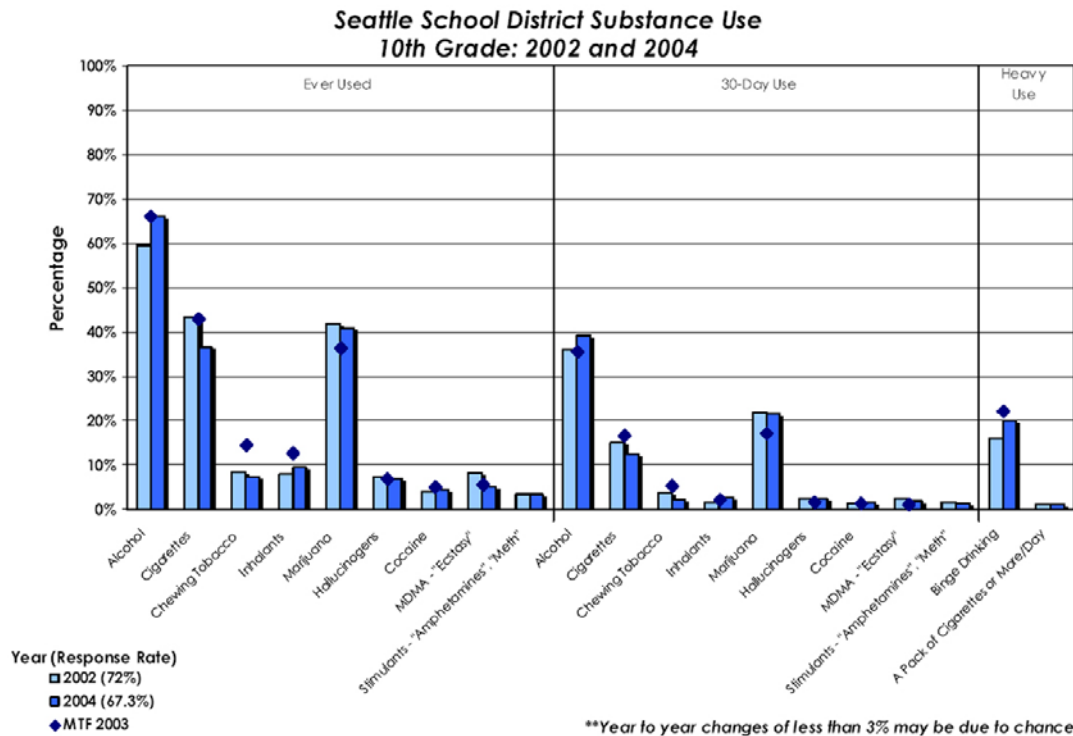
*The City of Seattle began piloting the Communities That Care (CTC) model in two Seattle neighborhoods (South Park and Rainier Beach) in 2002. CTC is a youth development system whereby community members come together to identify social issues they would like to improve, then select proven and effective programs to solve these specific problems. SPS students took a survey in 2002 and 2004 to identify the prevalence of CTC “risk” and “protective” factors related to youth safety and community support. The CTC survey addresses six “risk behaviors”: teen pregnancy, youth violence, delinquency, substance abuse, depression, and dropping out of school. The CTC uses 19 “risk factors,” ranging from commitment to school to the availability of drugs in a child’s neighborhood. These factors are linked to and predictive of the “risk behaviors.”<sup>23</sup>*

*Table 9*  
*Reported Drug Use Among 8th Grade Students, Seattle Public Schools, 2002 - 2004*



Source: Social Development Research Group

*Table 10*  
*Reported Drug Use Among 10th Grade Students, Seattle Public Schools, 2002 - 2004*



Source: Social Development Research Group

## Oral Health

According to a U.S. Surgeon General's Report in 2000, children's oral health has significantly improved over the past few decades, however, dental decay remains one of the most common chronic infectious diseases affecting U.S. children. Children living in poverty, some racial/ethnic minority populations, children with disabilities, and children with HIV infection have disproportionately higher rates of more advanced dental diseases. This has led to a small percentage of the population shouldering the burden of having the largest percentage of oral diseases. Untreated tooth decay may result in pain, dysfunction, underweight, and poor appearance — problems that can greatly reduce a child's capacity to succeed academically.<sup>24</sup>

The State Department of Health conducted a statewide oral health survey that also concluded that dental decay is a significant public health problem in Washington state. Data from a survey of second and third graders from 23 randomly selected schools in King County are illustrated below.<sup>25</sup>

*Table 11*  
*2000 Smile Survey (Self-Report)*  
*Demographic Results by Race/Ethnicity in King County*

	White	African American	Hispanic/Latino	Asian/Pacific Islander	Multiple/Other Race	Total for all groups
Number of students surveyed	869 (65%)	120 (9%)	81 (6%)	201 (15%)	66 (5%)	1337 (100%)
% on free/reduced lunch	17%	80%*	89%*	50%*	48%*	32%
% with dental insurance (including Medicaid)	88%	86%	71%*	83%	82%	85%
% that reported a dental visit within a year	88%	68%*	66%*	76%*	78%	83%
% with history of dental decay	36%	58%*	64%*	72%*	40%	44%

\*Indicates significant statistical difference when compared with percentages for White category

Source: Smile Survey 2000, Washington State Department of Health, Maternal & Child Health

# Seattle's Budget and Policy Changes to Improve the State of Children and Youth

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As a result of the disproportionality in academic achievement, health and economic status, the City has initiated a new, results-oriented approach to investing in children and youth. Key elements of this new strategy are below.

⇒ ***Invest in Best Practices/Tested-Effective Programs***

Whenever possible, invest in programs that have been proven to improve outcomes for children and youth.

⇒ ***Target Resources***

Target resources to children and youth who need them the most, to reduce disproportionality.

⇒ ***Measure Progress Toward Results***

Using multiple measures, track the progress children and youth are making toward goals.

⇒ ***Coordinate Budgeting and Planning for Children and Youth Programs Across City Departments***

Budgeting for children and youth programs across departments allows the City to make more strategic decisions, increase efficiencies, and ultimately, improve outcomes for Seattle's children and youth.

⇒ ***Report to the Public on How Children and Youth are Doing***

Keep the public informed on how the City's children and youth are faring and how City-funded programs are impacting results.

⇒ ***Use Data to Improve City Children and Youth Programs***

After tracking results, use the data to improve programs, course-correct, and make better policy-level decisions about how to invest in children and youth.

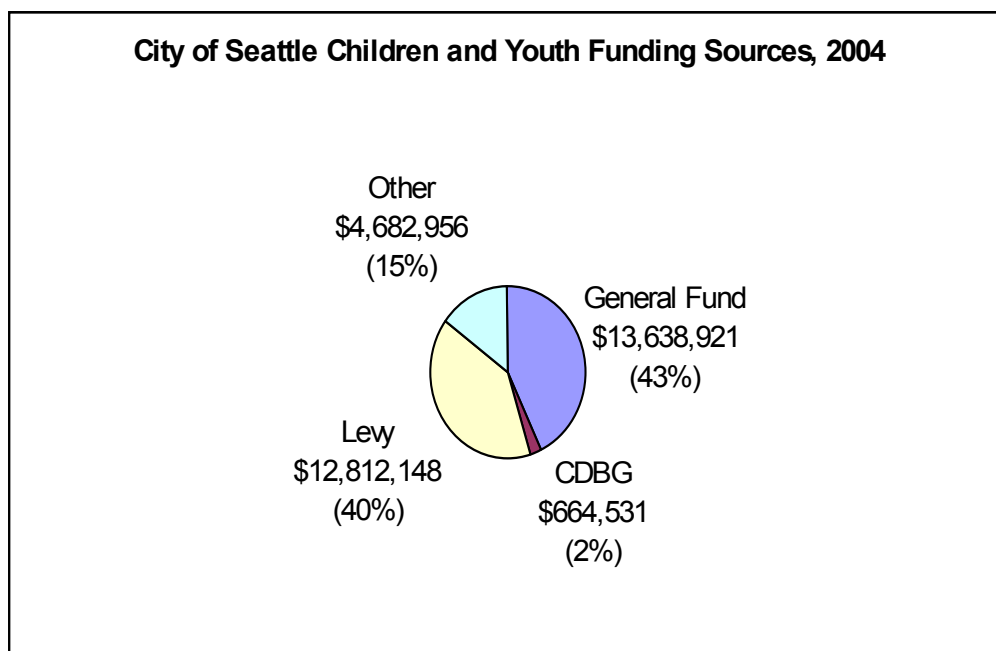
Below is a description of the City's funding for children and youth, followed by Mayor Nickels' proposed 2005-2006 Children's Budget. The Children's Budget demonstrates the City's approach to the first key point above, to budget and plan children and youth programs Citywide.

## **Children's Budget Description**

The City of Seattle receives funding for children and youth from many sources, including the City's General Fund and Families and Education Levy, the federal Community Development Block Grant and federal Medicaid health insurance program, the state Early Childhood Education and Assistance Program, and grants from foundations and other entities. The 2004 total budget for all children and youth programs, from all fund sources, is \$32 million, as shown in Figure 21.<sup>26</sup>

The City's General Fund is the largest source of funding, making up 43 percent of the departments' total budgets for children and youth (\$13.6 million). The second largest funding source, making up 40 percent of the Children's Budget, comes from the City's Families and Education Levy (\$12.8 million). Fifteen percent (\$4.7 million) of the City's funding for children and youth comes from other sources, including the federal and state governments, Medicaid, and private sources. Two percent of funding for children and youth is funded by the federal Community Development Block Grant.

*Figure 21*



### **Recommended 2005-2006 Children's Budget**

City departments worked together to recommend a Children's Budget for the 2005-2006 biennial budget. The recommended Children's Budget includes only local sources -- the City's General Fund, and Families and Education Levy. The Families and Education Levy is a seven-year voter-approved property tax first passed in 1990 and renewed in 1997 and 2004 investing in services outside of the classroom to improve academic achievement. The new Levy, which begins in 2005, will provide \$116.8 million over the next seven years.

The 2005-2006 proposed budget (for the City departments of Arts, Human Services, Libraries, Neighborhoods, Parks and Public Health) totals \$13,951,431 in General Fund and \$16,942,129 from the Families and Education Levy, for a total of approximately \$31 million. This is an increase from the current ('04) funding level of \$26 million. The General Fund amount is the same spent on children and youth in 2004, adjusted for inflation. The Families and Education Levy proposal, slightly higher than the current amount, is what will be provided in the new Levy.

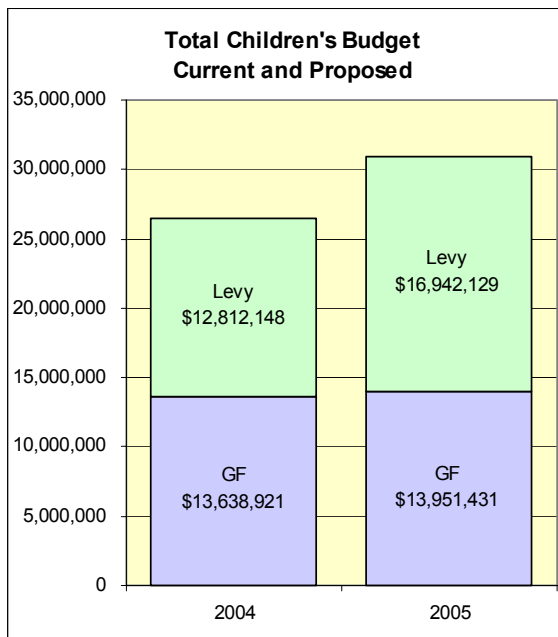


The City organized the Children's Budget recommendations into five investment areas:

1. Early Learning;
2. Family Involvement/Family Support;
3. Out-of-School Time;
4. Support for High-Risk Middle and High School Students; and
5. Student Health.

The City approached the Levy and General Fund as one funding package for children and youth. Following are the budget recommendations as a whole and by each investment area.<sup>27</sup>

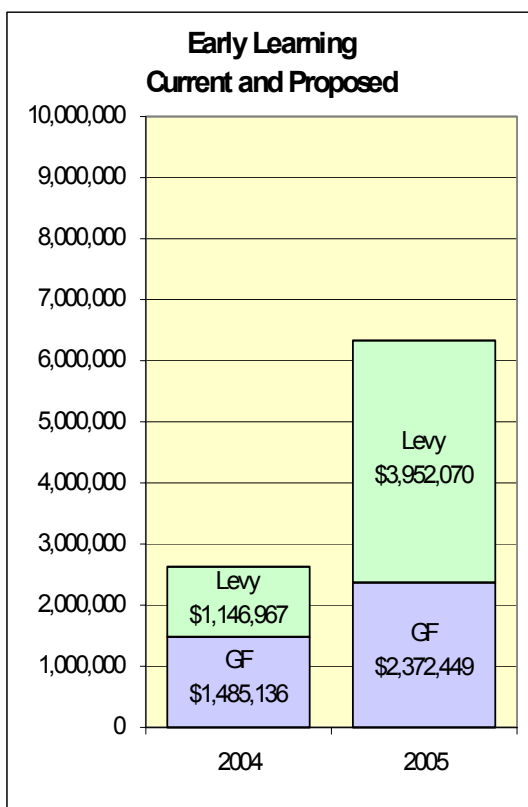
### Overarching Recommendations



#### Major Overarching Recommendations:

- Increase overall investment from \$26.5 million to \$30.9 million.
- Invest early to prevent problems -- Increase investments in early learning and out-of-school time;
- Use data to measure progress toward outcomes;
- Invest in best practices or proven methods wherever possible;
- Reduce program management costs.

## Early Learning



### Examples of Early Learning:

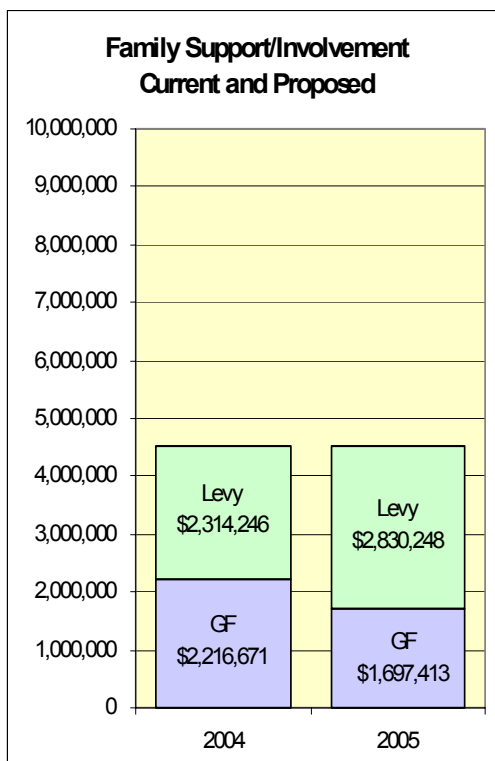
- Preschool classes for low-income children;
- Child care for low-income families;
- Preschool/child care teacher training.

### Early Learning Budget

#### Recommendations:

- Increase both General Fund and Levy investments in early learning, bringing the total early learning amount from \$2.6 million to \$6.3 million;
- Create a new preschool program for 350 4-year-olds each year;
- Fully fund child care subsidies (\$1,044,882) from General Fund;
- Increase funding for child care quality from \$889,245 to \$1.1 million;
- Align General Fund and Levy early learning efforts.

## Family Support/Family Involvement



### Examples of Family Support/

#### Involvement:

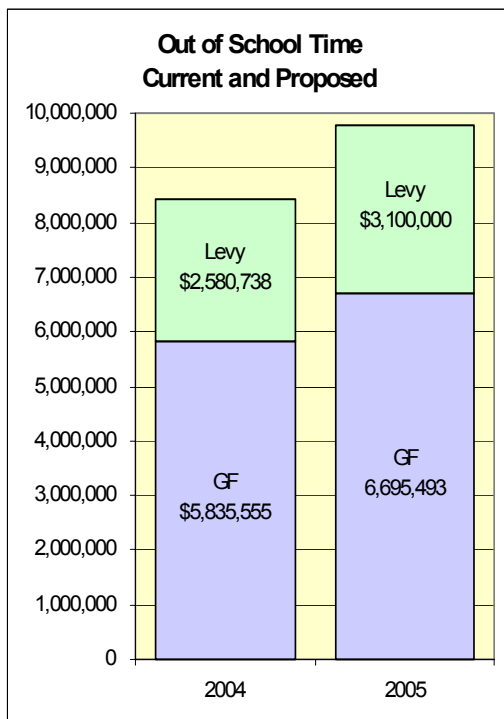
- Help parents help their children with school performance;
- Help parents, especially immigrant and refugee parents, to get basic services such as food, shelter and clothing.

### Family Support/Involvement Budget

#### Recommendations:

- Fully fund all Family Support Centers at the 2004 level, from General Fund;
- Fully fund Immigrant and Refugee Family Support at the 2004 level, from General Fund;
- Fund Family Support Workers from the Levy;
- Fund family involvement in schools and communities.

## Out-of-School Time



### Examples of Out-of-School Time:

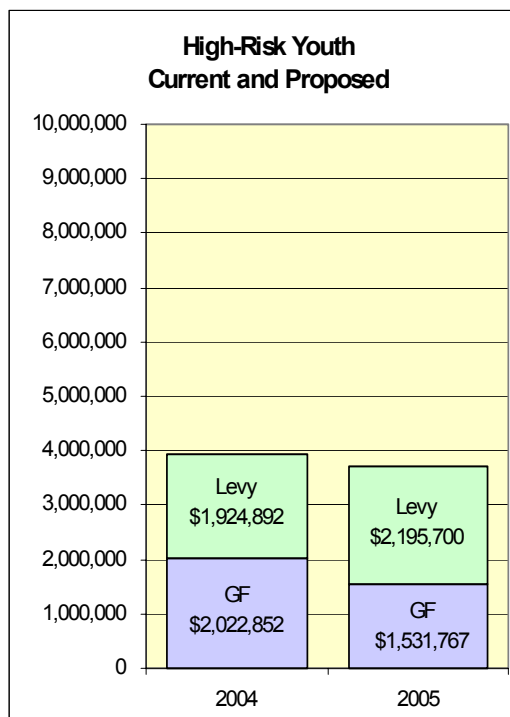
- After-school activities with an academic focus for elementary and middle school students;
- Arts training for middle and high school students;
- Summer day camp scholarships for low-income children;
- Library programming for children and teens.

### Out-of-School Time Budget

#### Recommendations:

- Increase overall funding for out-of-school-time, from \$8.4 million to \$9.8 million;
- Invest in 20 Community Learning Centers (after-school programs);
- Align all General Fund and Levy after-school programs;
- Fund subsidies for after-school care at the 2004 level, from General Fund.

## Support for High-Risk Middle and High School Age Youth



### Examples of Support for High-Risk Youth:

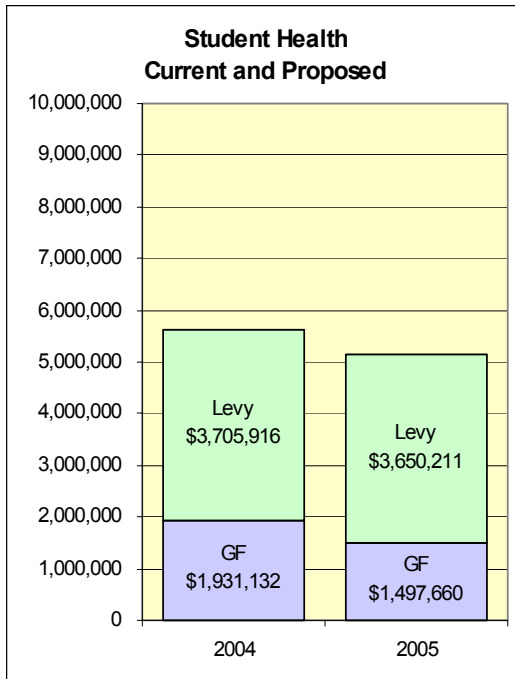
- Case management;
- Truancy prevention to help youth at risk of dropping out;
- Counseling for high-risk middle school students.

### High-Risk Youth Budget

#### Recommendations:

- Align General Fund and levy programs for high-risk youth;
- Fully fund Youth Employment at the 2004 level, from General Fund;
- Fund a restructured Middle School Support from the Levy;
- Align Youth Development programming with after-school activities;
- Fill gaps in service and eliminate duplication.

## Student Health



### Examples of Student Health:

- School-based health centers in four middle schools and 10 high schools;
- School nurses;
- Mental health counseling for high-risk youth;
- Pregnancy prevention and support for teenagers.

### Student Health Budget

#### Recommendations:

- Continue to fund all 14 School Based Health Centers, funding school nurses in those schools, from the levy;
- Coordinate and integrate health centers and nurses for a more efficient system.

The Mayor's 2005-2006 Children's Budget is a comprehensive investment strategy that will help *all* of Seattle's children and youth succeed in school, be healthy and lead successful lives. The budget places special emphasis on children who need the most help: low-income children, children of color and children who live in central and south Seattle. The budget proposal includes strategies proven effective in reducing disproportionate educational and health outcomes. The City has set specific goals for children and youth, and will continue to measure and report progress.

# Future Plans for Children and Youth

## **Continue Results-Oriented Investment Strategy**

The City will continue to invest in best practices that have shown positive results, measure progress toward our goals, coordinate budgeting and planning for children and youth programs interdepartmentally, and use data to make policy- and program-level decisions that are the most beneficial for young people. Together, departments will assess how well the City as a whole is helping to reduce disproportionate outcomes for children and youth.

## **Continue to Report to the Public on How Children and Youth are Doing**

As the City monitors the progress of its children and youth investments and recommends redeploying resources as necessary, it will keep the public aware of these important changes. It is critical for residents to have access to good information so they can make the best decisions for their children and communities.

## **Families and Education Levy**

The voters of Seattle renewed the Families and Education Levy for a second time in September 2004. Now that the \$117 million investment has been approved, the City has begun implementation plans for the Levy. Initial implementation steps include:

- **Implementation Plan**

The Levy Oversight Committee (an advisory Committee appointed by the Mayor and City Council with representation by Seattle Public Schools) will develop an implementation plan that will be approved by the City Council. The implementation plan will determine the criteria, measurable outcomes and methodology by which levy programs will be selected and evaluated.

- **City-Schools Partnership Agreement**

The City will develop and implement a Partnership Agreement with the Seattle Public Schools, which will cover issues such as the development of a school readiness measurement system, roles and responsibilities of the City and school district in implementing and evaluating the levy, and improving academic achievement.

## **Complete the Communities That Care (CTC) Pilot**

For the past two years, the City has invested in a pilot of CTC in two Seattle neighborhoods – South Park and Rainier Beach. CTC is a youth development system whereby community members come together to identify social issues they would like to improve, then select proven and effective programs to solve these specific problems. The City will assess CTC efforts in these two neighborhoods and analyze impacts.

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# Endnotes

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1. Indicators the report used to measure the “child-friendliness” of a city included: the percent of births to teens; the percent of children without health insurance; the percent of city residents over the age of 25 with a high school diploma; and, the percent of children living in poverty. “Kid Friendly Cities: Report Card 2004.” Population Connection.  
<http://www.kidfriendlycities.org/2004/>. Accessed June, 2004.
2. Report indicators included the numbers of: teen births; repeat teen births; births to unmarried women; low maternal education; late or no prenatal care; smoking during pregnancy; low birth weight births; and preterm births. The Right Start Online. The Annie E. Casey Foundation. <http://www.aecf.org/cgi-bin/rs.cgi?action=profile&area=Seattle%2c+WA>. Accessed June, 2004.
3. “Living Cities: The National Community Development Initiative. Seattle in Focus: A Profile from Census 2000.” The Brookings Institution. December, 2003. <http://www.brookings.edu/es/urban/livingcities/Seattle.htm>. Accessed June, 2004.
4. Ibid.
5. 2000 Census. U.S. Census Bureau.
6. “Health and Nutrition Scorecard: Keeping Washington’s Kids in School, Healthy and Fed.” The Children’s Alliance, Fall, 2001. <http://www.childrensalliance.org/4Download/Health-Nutrition-scorecard-text.pdf>. Accessed July, 2004.
7. Seattle Public Schools Data Profile District Summary, 2003.  
<http://www.seattleschools.org/area/siso/disprof/2003/DP03all.pdf>. Accessed June, 2004.
8. Ibid.
9. Ibid.
10. “Kindergarten Transitions.” National Center for Early Development and Learning.  
<http://www.fpg.unc.edu/~ncedl/pages/spotlt.cfm>. Accessed July, 2004.
11. O’Connell, Mike, Seattle Public Schools, e-mail correspondence, 15 September 2004.
12. Developmental Reading Assessment scores can be used to determine how well students are reading, however, it is the least-validated test by psychometricians administered by the Seattle Public Schools. It is subject to more measurement error than the Direct Writing Assessment, Iowa Test of Basic Skills, or Washington Assessment of Student Learning. It has some use at the classroom level for teachers to begin to understand which students are having reading problems and which are not. O’Connell, Mike, Seattle Public Schools, e-mail correspondence, 15 September 2004.
13. Seattle Public Schools Data Profile District Summary, 2003.  
<http://www.seattleschools.org/area/siso/disprof/2003/DP03all.pdf>. Accessed June, 2004.

14. States, and in some cases, school districts, measure graduation rates differently, which makes comparison across states or school districts difficult. Since 1994, the Seattle Public Schools has determined the drop out rate by tracking each class of 9th graders for four full years. This cohort of students is called the Adjusted Number in Class. To be consistent with other state reports, students who are confirmed as transfers out of the district are subtracted from the total number of students who were enrolled at any time during previous years in a graduating class to determine the Adjusted Number in Class. The District computes rates for students who complete, dropout, and who are still enrolled as a percentage of the Adjusted Number in Class.
15. Seattle Public Schools Data Profile District Summary, 2003.  
<http://www.seattleschools.org/area/siso/disprof/2003/DP03all.pdf>. Accessed June, 2004.
16. Maynard, R.A., (ed). (1997). Kids Having Kids: Economic Costs and Social Consequences of Teen Pregnancy. Washington, DC: The Urban Institute. As cited in Child Trends DataBank. <http://www.childtrendsdatabank.org/indicators/13TeenBirth.cfm>. Accessed July, 2004.
17. "Profile of Seattle." The Right Start. Kids Count Project. <http://www.aecf.org/cgi-bin/rs.cgi?action=profile&area=Seattle%2c+WA>. Accessed July, 2004.
18. All data and analysis on sexually transmitted diseases provided by Seattle-King County Public Health Department.
19. Notes on data: 1) Published rates may change from those reported here as more timely population estimates become available. 2) Repeated diagnoses occurring in the same year are counted as separate cases. 3) Increased rates may be influenced by increased testing, improvements in diagnostic technologies, or improved reporting.
20. "Seattle Public Schools 1999 Teen Health Survey Results: Final Report." Seattle, WA: Seattle Public Schools.
21. "Communities That Care Youth Survey, Seattle Public Schools: Spring 2002 Summary Survey Results." Seattle, WA: Social Development Research Group.
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23. City of Seattle Department of Neighborhoods and the Social Development Research Group at the University of Washington.
24. US Department of Health and Human Services. Oral Health in America: A Report of the Surgeon General. Rockville, MD: US Department of Health and Human Services, National Institute of Dental and Craniofacial Research, National Institutes of Health, 2000.
25. Smile Survey 2000, Washington State Department of Health, Maternal and Child Health, May 2001.
26. This report includes funding for programs specifically dedicated to children and youth (excluding safety programs), which represents a smaller total investment (\$28 million). In past years, this spending report included funds for a wider range of City programs which served children and youth as well as adults. Spending from all sources for the wider range of programs amounted to approximately \$72 million in 2002.
27. Budget figures for 2005-2006 represent annualized recommendations. Actual recommended appropriations may differ slightly due to funding shifts between the Families and Education Levy and general fund.



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